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ABSTRACT

Information on the educational system of West Germany and guidelines on the placement of German students in U.S. high schools and colleges are presented. After a brief introduction on the country and the basic structure and principles of the educational system, attention is directed to preschool, primary, and secondary education. Included are reproductions of certificates of completion and grade reports from different schools, along with information on grading systems. Also considered is vocational education in Germany, which combines part-time vocational school with on-the-job training. Eight types of vocational schools and their programs are described, along with vocational training in nursing, physical therapy, medical technology, and paraprofessional health fields. Additional topics include: demographics and higher education, higher education legislation, access to college, types of institutions and selected programs of study, and adult and continuing education. Reproductions of diplomas and related documentation illustrate the text. Guidelines are provided to help admissions officers determine the admissibility and appropriate level of placement of German students in U.S. institutions. Appended are a glossary, a list of German colleges and universities, and a list of occupations requiring vocational training. (SW)

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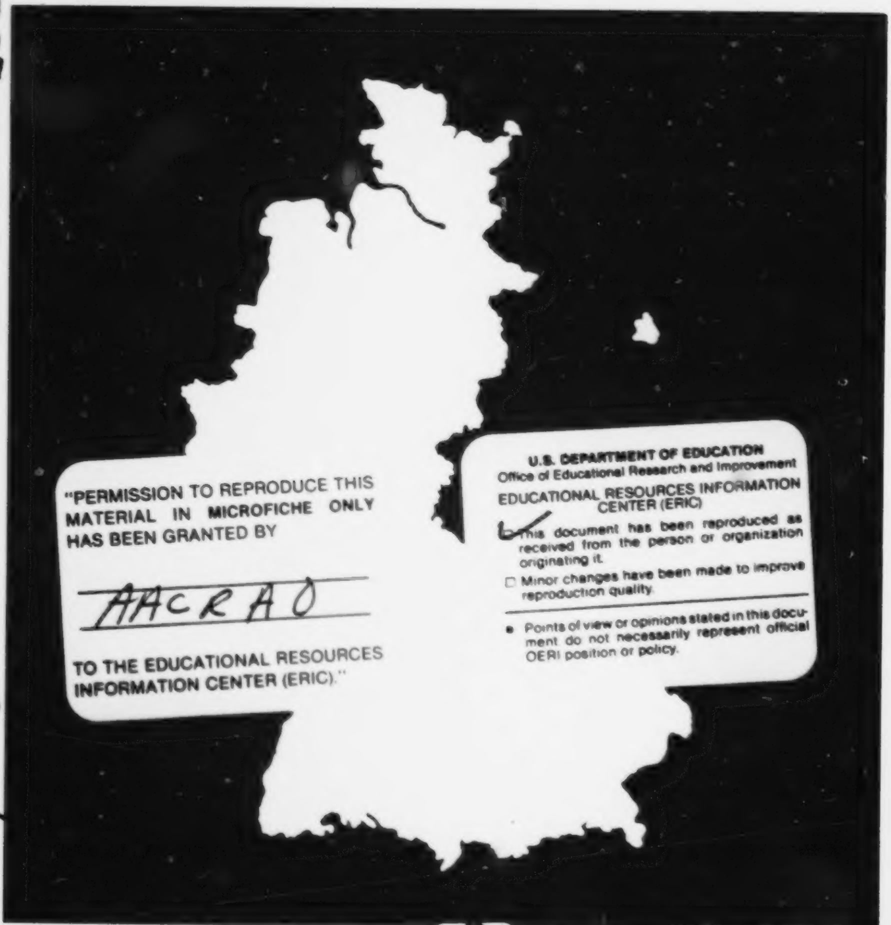
**WORLD EDUCATION SERIES** American Association of Collegiate Registrars and Admissions Officers

# FEDERAL REPUBLIC OF GERMANY

Georgeanne B. Porter



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# Federal Republic of Germany

## A Study of the Educational System of the Federal Republic of Germany and a Guide to the Academic Placement of Students in Educational Institutions of the United States

**Georgeanne B. Porter**

*Director, Undergraduate Admissions*
*University of Missouri-Columbia*

1986

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# Preface

Educators are rarely wealthy, but as one of my favorite people says, "We are rich in our friends." In those terms, this project has rewarded me handsomely; it is a result of friendship, both old and new.

In Jim Haas of Indiana University, I had as monitor the patient godfather of international admissions; my new friend soon became an old and dear one. And Jim's longtime friendship with Dr. Ulrich Littmann of the German Fulbright Commission provided me with another early source of information and encouragement. Dr. Littmann's cooperation went far beyond duty, and his wisdom was always accompanied and enhanced by an urbane, light touch. I am also grateful for the cooperation of members of the various other German agencies and educational institutions I visited who helped me in the interests of international education and international friendship. Dr. Manfred Stassen of DAAD is among them; I appreciate his willingness to review the manuscript.

In Germany, people do not bestow the title of friend lightly; nonetheless, they are an incredibly friendly people. New friends, Axel Markert, his wife Gerlinde, and sons Lars and Jan, not only introduced me to their marvelous city and university in Tübingen but opened their home with natural and congenial grace.

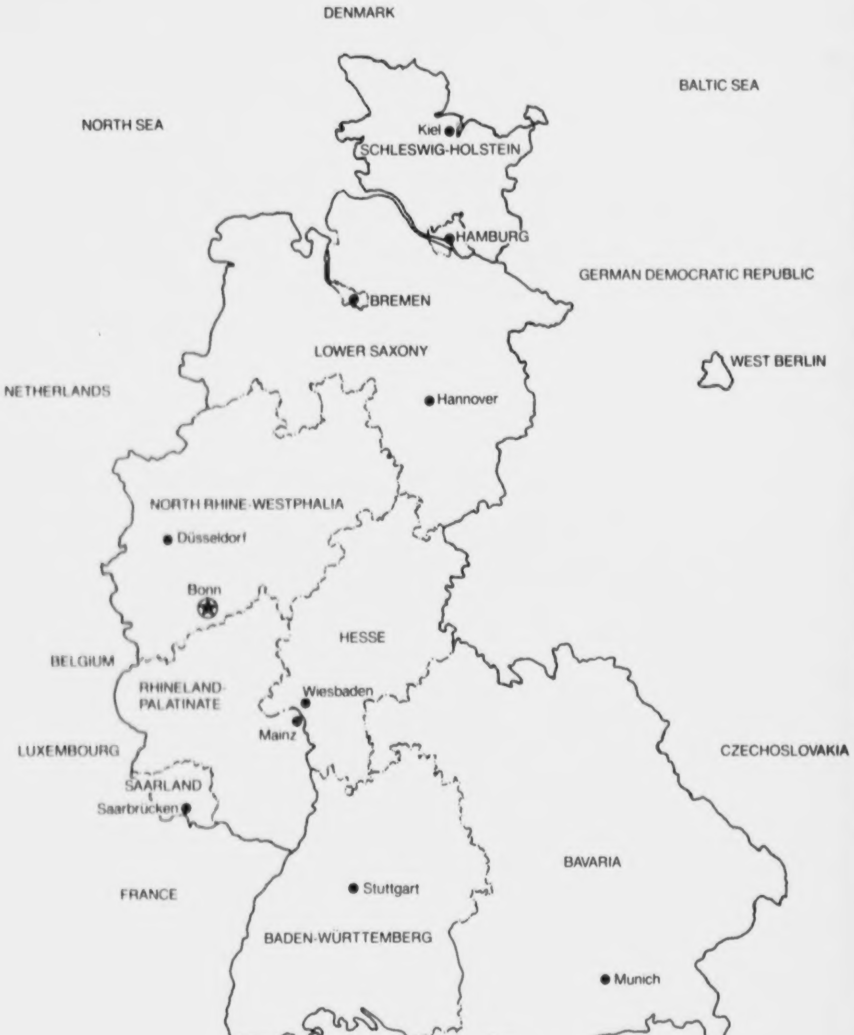
In Saarbrücken, we renewed an old friendship and forged a stronger new one in the home of our hosts Professor Karl Klein, Gudrun Klein, and Tobias Klein. Thanks to Tobias, I dressed as a student and visited a *Gymnasium* incognito. Thanks to Gudrun and Karl, I think our entire family understands friendship in the German sense.

My AACRAO and University of Missouri colleagues helped me as sounding boards, as critics, and as sources of encouragement. Gudrun Böttcher, Juliane Kronen, Susanne Sinz, and Nina Ruse, all Mizzou students from Germany, lent their thoughtful insights, helped with translations and allowed us to be part of their study-abroad experience. I appreciate Henny Wakefield's and Miranda Knowles' patient and efficient jobs as editors, and I am especially grateful to my enlightened boss, Dr. Gary L. Smith, for his guidance and understanding.

Finally, to my best friend, Gil: "It is not often that someone comes along who is a true friend and a good writer," E. B. White said. Continuing that which my parents began, he has, as husband and teacher, shaped my sensibilities and my life so that I may appreciate the richness of my friends and of my world.

Georgeanne B. Porter
Columbia, Missouri
June 1986

## FEDERAL REPUBLIC OF GERMANY


DENMARK
BALTIC SEA
NORTH SEA
Kiel
SCHLESWIG-HOLSTEIN
HAMBURG
GERMAN DEMOCRATIC REPUBLIC
BREMEN
LOWER SAXONY
WEST BERLIN
NETHERLANDS
Hannover
NORTH RHINE-WESTPHALIA
Düsseldorf
Bonn
HESSE
BELGIUM
RHINELAND-PALATINATE
Wiesbaden
Mainz
LUXEMBOURG
CZECHOSLOVAKIA
SAARLAND
Saarbrücken
BAVARIA
FRANCE
Stuttgart
BADEN-WÜRTTEMBERG
Munich
SWITZERLAND
AUSTRIA

# Chapter 1

# Introduction

Official Name: Federal Republic of Germany.
Capital: Bonn.
Area: 248,630.32 square kilometers.
Population: 61.7 million, including 4.5 million foreigners, or 247 people per square kilometer.
Political Divisions: Berlin (West) and ten federal states or *Länder* (Baden-Württemberg, Bavaria or Bayern, Bremen, Hamburg, Hesse, Lower Saxony or Niedersachsen, North Rhine-Westphalia or Nordrhein Westfalen, Rhineland-Palatinate or Rheinland-Pfalz, Saarland, and Schleswig-Holstein).
Government: Confederated Republic with Basic Law (constitution).
Major Political Parties: Christian Democrats (CDU), Social Democrats (SPD), Free Democrats (FDP), Christian Social Union (CSU in Bavaria only), and the Greens (environmental party).

The Federal Republic of Germany came into being in 1949 with the adoption of its constitution, the Basic Law (*Grundgesetz*). The Basic Law established eleven autonomous states or *Länder*. (See Political Divisions above.) Less than forty years later, Germany has become highly industrialized, prosperous and densely populated. Nearly sixty-two million residents occupy an area roughly the size of Arkansas and Louisiana, and, in the industrialized Ruhr area, the population density exceeds 5,000 per square mile.

Religion and politics are prominent features of German society. About 90% of the population is equally divided between Catholics and Protestants. Protestants form a majority in the north; Catholics predominate in the south. No church-state division exists in Germany; in fact, religion is a required part of the school curriculum.

By U.S. standards, German society is also highly politicized and highly legislated. Living in a complex system of rules and regulations, Germans will readily admit "there's a law for everything." Along with the myriad laws, politics pervades and affects everyday life as well as national policy. Consequently, the political climate of the individual states is reflected in the structure and direction of local institutions, including their educational systems.

As in the United States, education in Germany is a state issue, because the states are completely responsible for the structure and funding of educational systems. This autonomy of the states means that Germany has eleven different systems of education and no nationally standardized examinations. Table 1.1 attempts to represent the general structure of education in Germany. Since the eleven systems do vary, generalizations about German education are sometimes difficult.

Several mechanisms assure coordination of the states in matters of education. The Standing Conference of State Ministers of Education, or KMK, addresses issues on a national basis and promotes agreements between the states regarding education. In addition, there is a federal ministry of education. In 1973, a joint state/national commission (the Bund-Länder Kommission für Bildungsplanung und Forschungsförderung, or BLK) created a long-range national plan for education. Finally, in the realm of higher education, a federal law (the Hochschulrahmengesetz, or HRG) was passed in the early 1970s which defines the structure and functions of all forms of higher education in Germany.

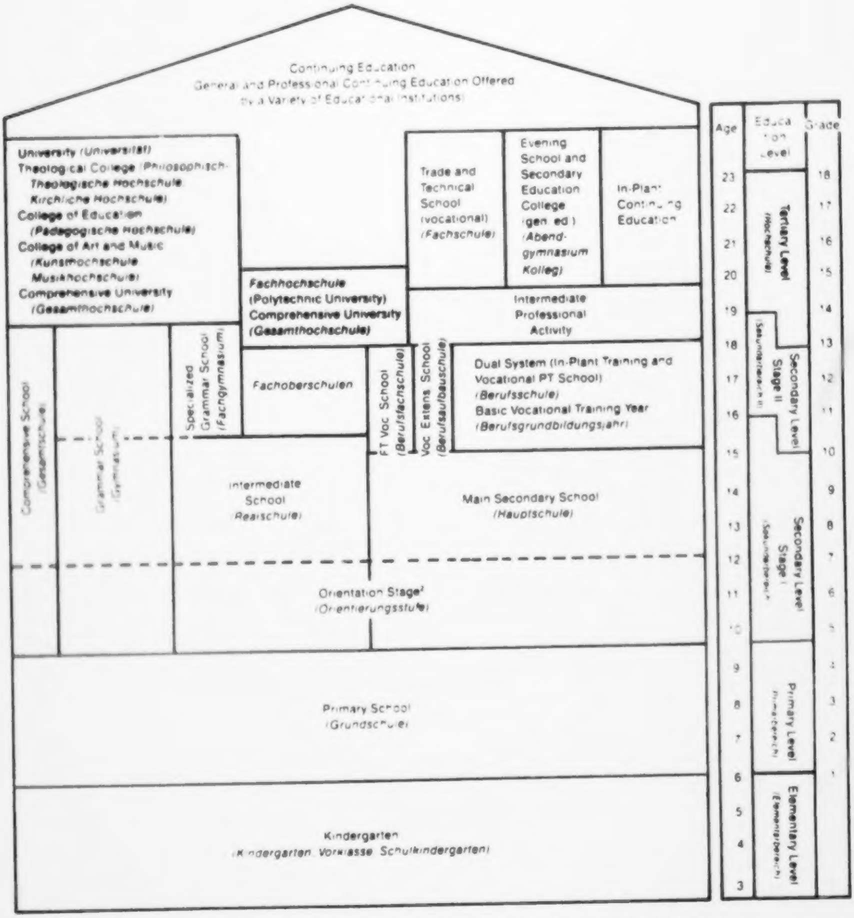
## The Principle of Selectivity

Education in Germany is free, including even university education. However, the German system stands in contrast to the U.S. system in its orientation toward exit examinations rather than entry examinations, its inclusion of religion in the curriculum, and, most profoundly, in its principle of selectivity. Unlike the U.S. comprehensive system which differentiates little in elementary and secondary preparation, the German system is a complex set of streams which directs the academic curricula for students and determines to some extent their academic future as early as age ten. The traditional tripartite system of secondary education (the *Hauptschule*, the *Realschule*, and the *Gymnasium*) historically reflected and (also determined) lower, middle and upper classes of society; it channeled the majority into vocational training and only an elite 5% of the population into university training. Much educational reform has taken place in the last twenty years to increase educational opportunity and permeability of the different streams; nonetheless, secondary education remains differentiated into predominantly academic and vocational channels. Students in the *Gymnasium* are prepared for academic study at the university. Students at the *Hauptschule* and *Realschule* are prepared to join the work force.

### Entitlement

Accompanying the principle of selectivity in the German system is the principle of entitlement. German students who successfully complete a program of study and pass the final examination earn a certificate which entitles them to certain specific rights. The certificate of college preparation issued with completion of the *Gymnasium*, for instance, is the *Abitur*, and holders of the *Abitur* are **entitled** to university entrance at any university without further qualification. Similarly, completion of and receipt of a certificate **entitles** the graduate to practice a certain occupation at a certain level of competence. The

**Table 1.1. Basic Structure of the Education System in the Federal Republic of Germany**


Continuing Education
General and Professional Continuing Education Offered by a Variety of Educational Institutions
University (Universität)
Theological College (Philosophisch-Theologische Hochschule
Kirchliche Hochschule)
College of Education
(Pädagogische Hochschule)
College of Art and Music
(Kunsthochschule
Musikhochschule)
Comprehensive University
(Gesamthochschule)
Trade and Technical School (vocational) (Fachschule)
Evening School and Secondary Education College (gen. ed.) (Abendgymnasium Kolleg)
In-Plant Continuing Education
Fachhochschule
(Polytechnic University)
Comprehensive University
(Gesamthochschule)
Intermediate Professional Activity
Comprehensive School (Gesamtschule)
Grammar School (Gymnasium)
Specialized Grammar School (Fachgymnasium)
Fachoberschulen
FT Voc School (Berufsfachschule)
Voc Extens School (Berufsaufbauschule)
Dual System (In-Plant Training and Vocational PT School)
(Berufsschule)
Basic Vocational Training Year
(Berufsgrundbildungsjahr)
Intermediate School (Realschule)
Main Secondary School (Hauptschule)
Orientation Stage²
(Orientierungsstufe)
Primary School
(Grundschule)
Kindergarten
(Kindergarten Vorklasse Schulkindergarten)
Age
Education Level
Grade
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
Tertiary Level
(Hochschule)
Secondary Level Stage II
(Sekundarbereich II)
Secondary Level Stage I
(Sekundarbereich I)
Primary Level
(Primarbereich)
Elementary Level
(Elementarbereich)
18
17
16
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14
13
12
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1

SOURCE: Based upon information from the Federal Ministry of Education and Science.

NOTE: The size of the individual blocks is not proportional to the number of students enrolled at each level. While the table diagrams the basic educational structure in the Federal Republic of Germany, slight differences may occur within each state. Shaded areas indicate truly tertiary level schools as differentiated from upper vocational schools. Figures in the Age column indicate the earliest possible age of entry.

[1] In addition, approximately 27% of the students in the Main Secondary school attend an additional tenth year.

[2] Approximately 72% of the students in the fifth and sixth school years attended the Orientation Stage.

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German system of exit examination plus entitlement stands in contrast to the U.S. system of issuing a comprehensive document such as the high school diploma or college degree followed by subsequent entry examinations for advancement to the next stage. Only in licensure for areas such as medicine and law do the U.S. and German systems resemble each other.

## Vocational Education

Vocational education is one of the distinct streams of German secondary education which has no close U.S. counterpart. Vocational training is much more highly organized and regulated in Germany than in the United States because it involves national and state governments as well as industry. The German system of vocational education has become a model in Europe after which other countries are patterning their systems. And because it is a system of vocational education which is very efficient and adaptable in developing a highly trained work force for the economy, vocational training is becoming an increasingly popular choice for students who might otherwise have pursued university education.

## Reform

In the last twenty years, the educational system of Germany has been marked by change brought about by legislative reform and by pressures of the growing population. Set forth in the early 1960s, the educational reform movement attempted to increase opportunity for Germans and to make the system more democratic by making it more flexible and permeable. It postponed tracking, increased opportunities to change tracks, and, in the case of the newly-created *Gesamtschule* and *Gesamthochschule* (comprehensive school and comprehensive university respectively), blurred the distinctions between the tracks. The reform movement also opened up opportunities for adults to return to school and to earn academic credentials. This so-called "second route" to education enables working adults to attend night schools to finish academic or further training programs.

### Effects of Population

Nowhere more than in higher education have reform and population pressure worked together as forces of change (see Chapter 4). Coinciding with the reform movement in German education was a huge increase in the school-age population. The children of Germany's postwar baby boom entered school around 1970, and, probably more than any other single factor, this increased population has and will continue to necessitate changes within the educational system well into the 1990s.

Since 1970, educational facilities have expanded rapidly at every level. In some ways the increased student population assisted the reform movement because as facilities expanded there was always a growing supply of students entering each program, however traditional or experimental that program was. Vast expansion of facilities coupled with huge student populations have radically changed the elite tradition of the university and have led to the rapid development and growth of regional universities more accessible to the surrounding population. The percentage of students entering *Gymnasium*, for instance, has climbed to almost 25%.

Population will continue to have a strong influence on educational and economic matters in Germany. Following the postwar baby boom, Germany's birthrate declined to one of the lowest in the world. Now, this baby-boom population that is finishing its schooling is entering the work force and facing unprecedented competition for available jobs. However, once the flood of baby boomers completes its education, the school age population will be drastically smaller. Thus, where there is now a shortage of university facilities and teachers, there will soon be a surplus.

Germany's rich historical tradition in education dates back to the founding of its oldest university in 1386. Tradition has not precluded change, however, and the profound changes in the last twenty years will continue as the educational system adapts to a rapidly changing society.

## Tips for Reading German

A few suggestions will help non-German speakers sort out terms on German documents.

| Numbers: Cardinal | Ordinal |
|---|---|
| 1 = *eins* | *erste* or 1. |
| 2 = *zwei* | *zweite* or 2. |
| 3 = *drei* | *dritte* or 3. |
| 4 = *vier* | *vierte* or 4. |
| 5 = *fünf* | *fünfte* or 5. |
| 6 = *sechs* | *sechste* or 6. |
| 7 = *sieben* | *siebte* or 7. |
| 8 = *acht* | *achte* or 8. |
| 9 = *neun* | *neunte* or 9. |
| 10 = *zehn* | *zehnte* or 10. |
| 11 = *elf* | *elfte* or 11. |
| 12 = *zwölf* | *zwölfte* or 12. |
| 13 = *dreizehn* | *dreizehnte* or 13. |
| 20 = *zwanzig* | *zwanzigste* or 20. |
| 100 = *hundert* | *hundertste* or 100. |
| 1,000 = *tausend* | *tausendste* or 1,000. |

Note: The handwritten number "7" will often bear a slash (—) through the number to distinguish it from the number "1."

## The Umlaut (· ·)

The umlaut is a diacritical mark which affects the pronunciation of some German vowels. Some German spellings will omit the umlaut. If the required umlaut is not printed, the word will be spelled with one of the vowel combinations below instead of an umlaut.

ö = oe    ü = ue    ä = ae

Thus, *Prüfung* (examination) may also appear as *Pruefung*.

## The ß

The printed symbol ß may sometimes be used in place of ss in German words.

## Compound Nouns

A difficult aspect of the German language is its use of compound nouns, words of seemingly unmanageable and unpronounceable lengths. Since all nouns in German are capitalized, compound nouns are easily recognizable. A compound noun can be easily understood if broken into its constituent parts.

*Zeugnis* = Certificate

*Zeugnis der Reife* = Certificate of Maturity
↓ (Readiness)
(mature)

*Zeugnis der Hochschulreife* = Certificate of University
↓ Readiness *(Abitur)*
(university)

*Zeugnis der Fachhochschulreife* = Certificate of Polytechnic
↓ University Readiness
(polytechnic university)

*Gesetz* = Law

*Grundgesetz* = Basic Law (Constitution)
↓
(ground)

*Hochschulrahmengesetz* or HRG = Higher Education
↓ Framework Law
(framework)

*Bundesausbildungsförderungsgesetz*, or BAFöG = Federal Law for the Promotion of Education (Financial Aid Legislation)
↓ ↓ ↓
(federal) (education)(promotion)

*Schule* = School

*Hochschule* = University
↓
(high)

*Berufsschule* = Vocational School
↓
(vocation)

*Berufsoberschule* = Upper Vocational School
↓
(over)

*Berufsaufbauschule* = Extended Vocational School
↓
(extension)

# Chapter 2

# Preschool, Primary, and Secondary Education

## Preschool Education

Preschool (*Elementarbereich*) is optional and therefore does not fall under state jurisdiction as do other forms of basic education. But since students' futures depend heavily on their performance in early grades, access to preschool preparation is a strong focus of the reform movement. Public funding for preschool education has been greatly increased since the 1960s, and, as a result, enrollments have soared. The number of available spaces rose from approximately 817,000 in 1960 to more than 1.5 million in 1982. Preschool spaces are now available to virtually all children, with more than 80% (35% of three-year-olds, 65% of four-year-olds, and 90% of five-year-olds) attending some form of preschool. With the expansion of spaces came also an increase in staff to 95,000. The present ratio of students to teachers is 14:1.

There are three basic types of preschool: *Kindergarten*, *Vorklasse*, and *Schulkindergarten*. The *Kindergarten* is for children who are three to five years old. These schools are financed by a variety of agencies, including local municipal and district social welfare authorities, the churches, youth organizations and charitable organizations. Of the 23,000 *Kindergärten*, almost three-fourths are funded by Catholic and Protestant organizations. The rough equivalent of the U.S. kindergarten is the *Vorklasse*. Unlike the *Kindergarten*, the *Vorklasse* is attached to the primary school (*Grundschule*), and its students are five- and six-year-olds who are either not yet old enough or not mature enough to attend primary school. The third type of preschool is the *Schulkindergarten*. Also attached to the primary school, the *Schulkindergarten* is specifically for students over six years of age who are not considered mature enough to begin school. More than 3,100 *Vorklassen* and *Schulkindergärten* enroll some 71,000 pupils.

Activities in preschool are play oriented. Of prime importance are developing students' social skills and bolstering self-esteem. Lessons include use of materials, constructive work, painting and drawing. Introductions to reading, arithmetic or other academic areas are not included because preschool authorities consider such instruction to be premature practice in scholastic skills.

## Primary Education—Grades 1 to 4

Free compulsory education begins for all children at age six. Children who reach the age of six by June 30 and who are considered mature enough begin primary education in August at a neighborhood *Grundschule* (primary school). Primary education normally lasts four years (six years in Berlin [West]) and is a period of training which is uniform for all students. It provides basic knowledge as a foundation to prepare students for further education. Subjects include art, crafts, geography, German reading and writing, history, mathematics, music, physical education, religious instruction, sciences, and social studies. Students attend in the mornings only: twenty to twenty-six hours per week in the first two years, twenty-four to thirty hours in the third and fourth years.

## Secondary Education

Secondary education in the Federal Republic of Germany consists of two levels and begins in the fifth year, roughly at age ten. Secondary level I (*Sekundarstufe* I) generally consists of school years five through nine or ten. The upper secondary level or secondary level II (*Sekundarstufe* II) begins with the eleventh year, roughly at age sixteen, and includes all the differentiated forms of full-time post-compulsory secondary education.

### Secondary Level I—Grades 5 to 10

#### THE ORIENTATION LEVEL

Traditionally, uniform general education ended at age ten with the *Grundschule* (primary school). With the conclusion of primary school, the student entered one of the three forms of secondary education: *Hauptschule, Realschule,* and *Gymnasium*. Since the forms of secondary education were highly differentiated, the consequences of the student's choice of path were quite far reaching. Consequently, in 1974, the Standing Conference of State Ministers of Education (KMK) introduced the orientation level (*Orientierungsstufe*).

In the states in which it has been adopted, the orientation level consists of the first two years of secondary education (grades 5 and 6) and establishes a standard curriculum in all schools that is designed to prepare and guide students toward future education. The standardized curriculum in the orientation level enables students in grades 5 and 6 to transfer between the various types of secondary schools, thereby allowing the student to defer until the seventh year the decision as to which academic track finally to follow. Transfer from track to track, while facilitated greatly by the establishment of the orientation level, is, nonetheless, fairly uncommon.

## SECONDARY LEVEL I SCHOOLS

Four basic types of schools comprise secondary level I: *Hauptschule* (main school), grades 5-9 or 10; *Realschule* (intermediate school), grades 5-10; *Gymnasium* (grammar school), grades 5-10 in secondary level I with the upper level continuing to grade 13; *Gesamtschule* (comprehensive school), grades 5-9 or 10 in secondary level I with some schools continuing in upper level to grade 13.

The traditional secondary schools of the vertical tripartite system are the *Hauptschule*, *Realschule*, and *Gymnasium*. The *Gesamtschule* developed in some states from the reform movement. As evidence of movement to a more horizontal structure of secondary education, the *Gesamtschule* combines the academic programs of the other three schools. The selection of secondary schools varies in different states, and the choice considers the student's abilities and aspirations, the recommendation of the primary school, and consultation with the parents.

### The *Hauptschule* (Main School)

The *Hauptschule* prepares its students for the working world. Its goals are to introduce students to social, political, and cultural life and to provide them with an educational background for further vocational training. Between 40% and 50% of secondary students attend one of Germany's 18,000 *Hauptschulen*.

The *Hauptschule* extends from grade 5 to grade 9 or 10. Compulsory subjects include foreign language, German, mathematics, music/art/handicrafts, natural sciences, religion, social studies, sports, and the world of work (economics, and technical skills and methods). Mathematics and foreign language courses are taught at differentiated levels to accommodate students' levels of ability and to facilitate transfer to other forms of secondary schools. *Hauptschule* students attend thirty to thirty-three lessons per week.

Historically, the *Hauptschule* developed from the *Volksschule*, which incorporated the *Grundschule* and *Hauptschule* levels into one school for students, ages six to fifteen. Traditionally, the *Hauptschule* also enrolled the majority of students, those whose aspirations did not include further education. While the *Hauptschule* still draws a large number of its students from the working classes, one-parent families, and the foreign population, the percentage of students in these schools has declined to less than 50%. And although it still prepares less academically gifted students for learning a trade, the *Hauptschule* is no longer an irrevocable academic dead end.

Students who complete grade 9 of the *Hauptschule* receive the *Hauptschulabschluss* or *Hauptschule Abschlusszeugnis* (main school completion certificate). See document 2.1 for a sample *Abschlusszeugnis* from a *Hauptschule*. (Note: *Zeugnis* means certificate. The word *Zeugnis* may appear in combination as part of the compound noun it describes, e.g., *Hauptschule Abschlusszeugnis*.) Presently, more than 80% of students complete their studies. Since the *Abschluss* (completion certificate) is awarded on the basis of continuous assessment, there are no final examinations as a rule. Once students receive this certificate, their choices then include optional attendance for a tenth year, transfer to a *Realschule* and, in some cases, earning the *Realschule* completion certificate (the *Realschulabschluss* or its equivalent, the *Mittlere Reife* or middle maturity certificate), entrance into a fulltime vocational school (with possible progression to higher technical schools), or entrance into apprenticeship training with part-time attendance at a vocational school (see *Berufsschule* in Chapter 3) until age eighteen. Although recent reform has greatly enhanced the choices facing the holder of the *Hauptschulabschluss*, in reality the majority choose to enter part-time vocational school accompanied by apprenticeship training. Students who leave school without the *Abschluss*—a number which has recently declined to less than 20%—receive the *Hauptschule Abgangszeugnis* (main school leaving certificate), which does not qualify them for further training and which relegates them to unskilled employment.

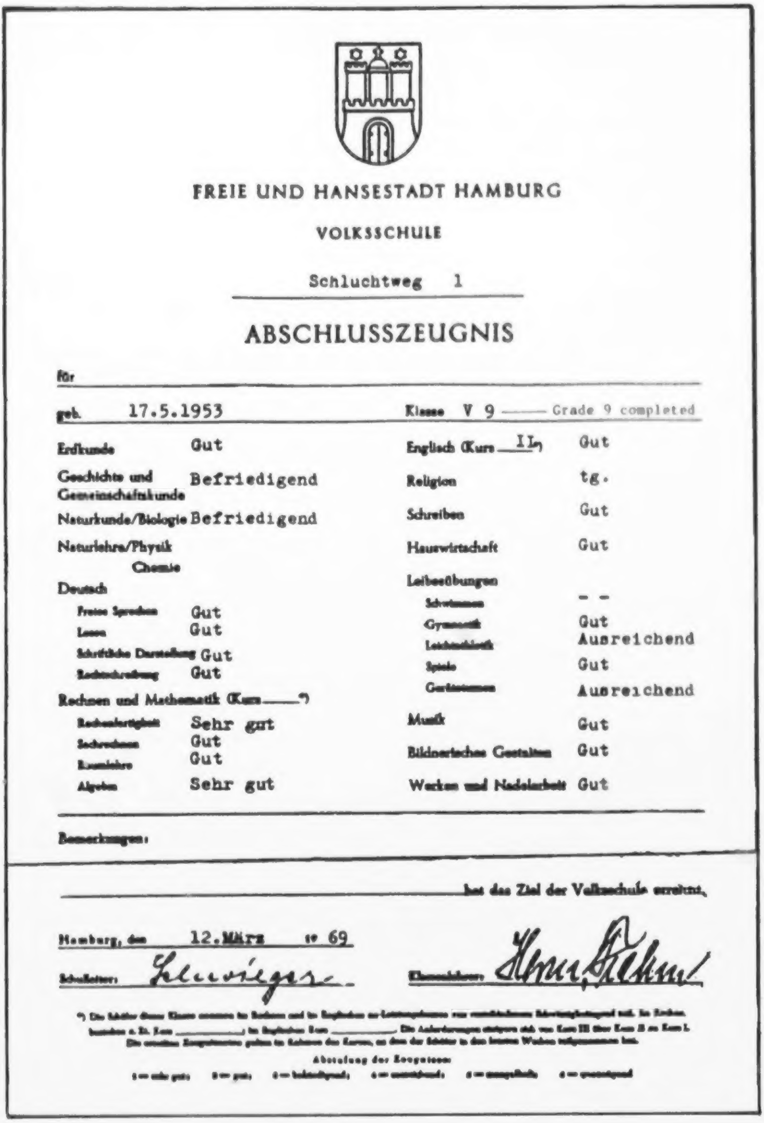
Reforms that have increased the educational opportunities for *Hauptschule* students include the establishment of the orientation level and the introduction of a foreign language. The foreign language is usually English, but may be French if students live in areas bordering France. A tenth year that provides further training and mobility for *Hauptschule* students is required in Berlin (West) and North Rhine-Westphalia and is offered optionally in the majority of other states.

In Baden-Württemburg an attempt has been made to make the *Hauptschule* more attractive. A final *Hauptschule* exmination was instituted in the 1983-1984 school year. Today, students may leave after only nine years and earn the *Mittlere Reife* if they complete their trade training with a final average of at least 2.5 on a 6-point scale (with 1 the highest grade). These students have the advantage of acquiring a double qualification: the *Mittlere Reife* and a vocational qualification.

### The *Realschule* (Intermediate School)

As its former name, *Mittelschule*, suggests, the *Realschule* is the intermediate school standing between the *Hauptschule* and the *Gymnasium* in terms of the abilities and the aspirations of its students and the academic demands placed upon them. The *Realschule* prepares its students for further training that leads to middle-level positions in the economy (e.g., administrators, secretaries, nurses, medical technicians, social workers, salesmen, and other white collar occupations), which demand higher skills and greater independence and responsibility than are required of the *Hauptschule* graduates. About 25% of secondary students attend the 2,500 *Realschulen*.

The *Realschule* includes grades 5-10 but may consist of only grades 7-10 in those areas where the *Grundschule* extends to grade 6 or where the orientation level is a separate unit. There are also a few special three-year forms (grades 8-10) called the *dreiklassige Aufbauform* for *Hauptschule* students who transfer after grade 7.



FREIE UND HANSESTADT HAMBURG

VOLKSSCHULE

Schluchtweg 1

ABSCHLUSSZEUGNIS

für

geb. 17.5.1953 Klasse V 9 —— Grade 9 completed

| | | | |
|---|---|---|---|
| Erdkunde | Gut | Englisch (Kurs II*) | Gut |
| Geschichte und Gemeinschaftskunde | Befriedigend | Religion | tg. |
| Naturkunde/Biologie | Befriedigend | Schreiben | Gut |
| Naturlehre/Physik | | Hauswirtschaft | Gut |
| Chemie | | Leibesübungen | |
| Deutsch | | Schwimmen | - - |
| Freies Sprechen | Gut | Gymnastik | Gut |
| Lesen | Gut | Leichtathletik | Ausreichend |
| Schriftliche Darstellung | Gut | Spiele | Gut |
| Rechtschreibung | Gut | Geräteturnen | Ausreichend |
| Rechnen und Mathematik (Kurs ___*) | | Musik | Gut |
| Rechenfertigkeit | Sehr gut | Bildnerisches Gestalten | Gut |
| Sachrechnen | Gut | Werken und Nadelarbeit | Gut |
| Raumlehre | Gut | | |
| Algebra | Sehr gut | | |

Bemerkungen:

__________ hat das Ziel der Volksschule erreicht.

Hamburg, den 12.März 19 69

Schulleiter: Klassenlehrer:

Abstufung der Zeugnisse:

1 = sehr gut, 2 = gut, 3 = befriedigend, 4 = ausreichend, 5 = mangelhaft, 6 = ungenügend

2.1. Certificate of Completion from *Hauptschule* (*Volksschule* is the former name of *Hauptschule*)

The curriculum of the *Realschule* is similar to that of the *Hauptschule* but is more demanding and detailed. It also exceeds the *Hauptschule* curriculum in that it offers the tenth year and a broader range of subjects with more options open to the students, one of which is a second foreign language. Students attend thirty to thirty-four class periods per week.

The *Realschule* enrolls a larger cross section of the population than does the *Hauptschule*. The options in the curriculum reflect the varied aspirations of its students and provide solid training for those students who cannot or do not wish to endure the intellectual rigors and the length of study of the *Gymnasium*. At the same time, the optional second foreign language allows the student to keep open the possibility of later transfer to the *Gymnasium*.

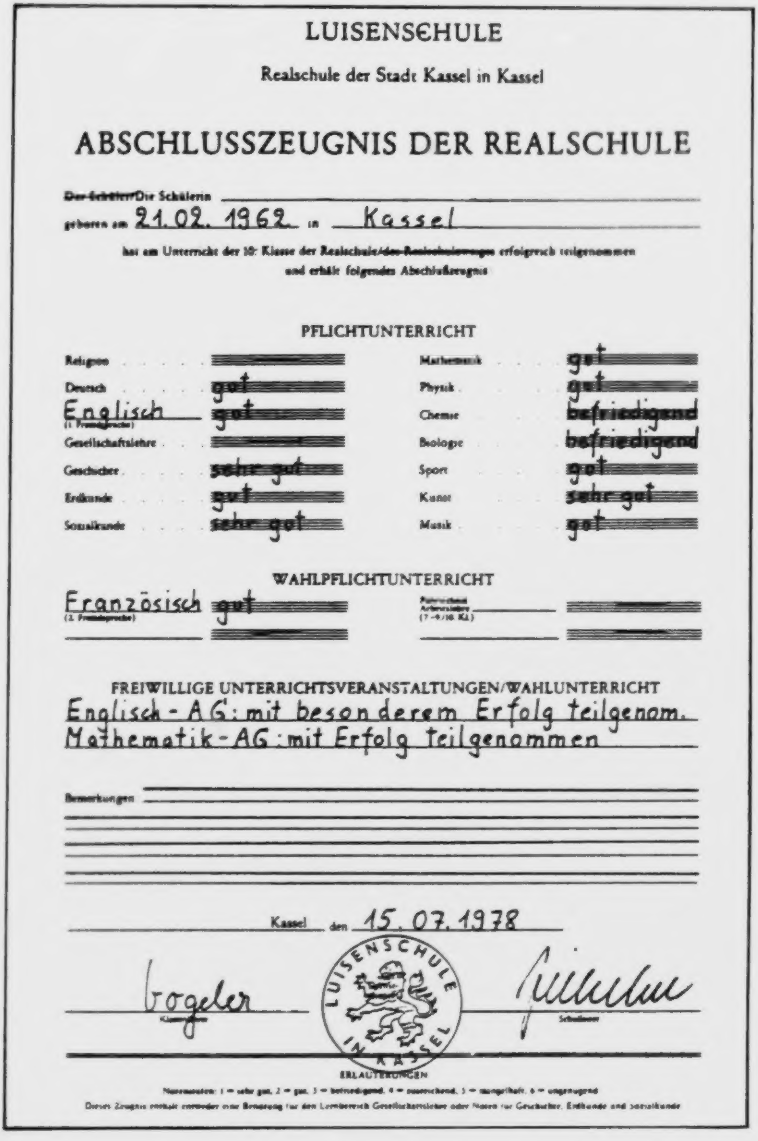
Students completing grade 10 of the *Realschule* earn the *Mittlere Reife* (middle maturity certificate). Synonymous credentials include the *Sekundarabschluss* I, *Fachoberschulreife*, and *Realschulabschluss*. See document 2.2 for a sample *Abschlusszeugnis der Realschule* showing completion of grade 10. The *Mittlere Reife* enables the student to enter part-time cooperative vocational school (the *Berufsschule*) accompanied by on-the-job training or several forms of fulltime education in *Sekundarstufe* II (secondary level II), including vocational school, technical *Gymnasium*, and technical upper school.

### The *Gymnasium* (Grammar School)

The *Gymnasium* is the only form of secondary school that leads directly to the university and the only form which continues through grade 13, incorporating secondary levels I and II. Once the training ground of only the elite and the intellectually gifted, the 2,500 *Gymnasien* now enroll almost 25% of the secondary level I students.

The lower level of the *Gymnasium* extends through grade 10, and although there are various kinds of *Gymnasien*, all require a rigorous curriculum of art, biology, chemistry, at least two foreign languages, geography, German, history, mathematics, music, physical education, physics, and social studies. Religion or ethics is also part of the curriculum. Students take from thirty to thirty-six lessons per week and attend classes six days per week.

Eighty-five percent of the *Gymnasien* can be divided into three traditional types: the *humanistisches* or *altsprachliches* (classical) *Gymnasium*, which requires Greek, Latin, and one modern language; the *neusprachliches* (modern language) *Gymnasium*, which requires English, French, and Latin; and the *mathematisch-naturwissenschaftliches* (mathematics-natural sciences) *Gymnasium*, which concentrates on math and science but also requires two foreign languages. Other kinds of *Gymnasien* exist: *musische* (musical), *erziehungswissenschaftliche* (educational sciences), *wirtschaftwissenschaftliche* (economics), *für Mädchen* (for girls), *für Frauenbildung* (domestic science), *technische* (technical), and the *berufliche* (vocational). Attendance at one of these other *Gymnasien* does not affect university admission as long as the course of study extends to grade 13 and culminates in the final examination, which is called the *Abitur* or *Reifeprüfung*.



LUISENSCHULE

Realschule der Stadt Kassel in Kassel

ABSCHLUSSZEUGNIS DER REALSCHULE

~~Der Schüler~~/Die Schülerin

geboren am 21.02. 1962 in Kassel

hat am Unterricht der 10. Klasse der Realschule/~~[illegible]~~ erfolgreich teilgenommen
und erhält folgendes Abschlußzeugnis

PFLICHTUNTERRICHT

| | | | |
|---|---|---|---|
| Religion | | Mathematik | gut |
| Deutsch | gut | Physik | gut |
| Englisch (1. Fremdsprache) | gut | Chemie | befriedigend |
| Gesellschaftslehre | | Biologie | befriedigend |
| Geschichte | sehr gut | Sport | gut |
| Erdkunde | gut | Kunst | sehr gut |
| Sozialkunde | sehr gut | Musik | gut |

WAHLPFLICHTUNTERRICHT

| | | | |
|---|---|---|---|
| Französisch (2. Fremdsprache) | gut | [illegible] Arbeitslehre (7.-9./10. Kl.) | |

FREIWILLIGE UNTERRICHTSVERANSTALTUNGEN/WAHLUNTERRICHT

Englisch-AG: mit besonderem Erfolg teilgenom.
Mathematik-AG: mit Erfolg teilgenommen

Bemerkungen

Kassel, den 15.07.1978

Vogeler
Klassenlehrer

Schulleiter

ERLÄUTERUNGEN

Notenstufen: 1 = sehr gut, 2 = gut, 3 = befriedigend, 4 = ausreichend, 5 = mangelhaft, 6 = ungenügend

Dieses Zeugnis enthält entweder eine Benotung für den Lernbereich Gesellschaftslehre oder Noten für Geschichte, Erdkunde und Sozialkunde

2.2. Certificate of Completion from *Realschule*

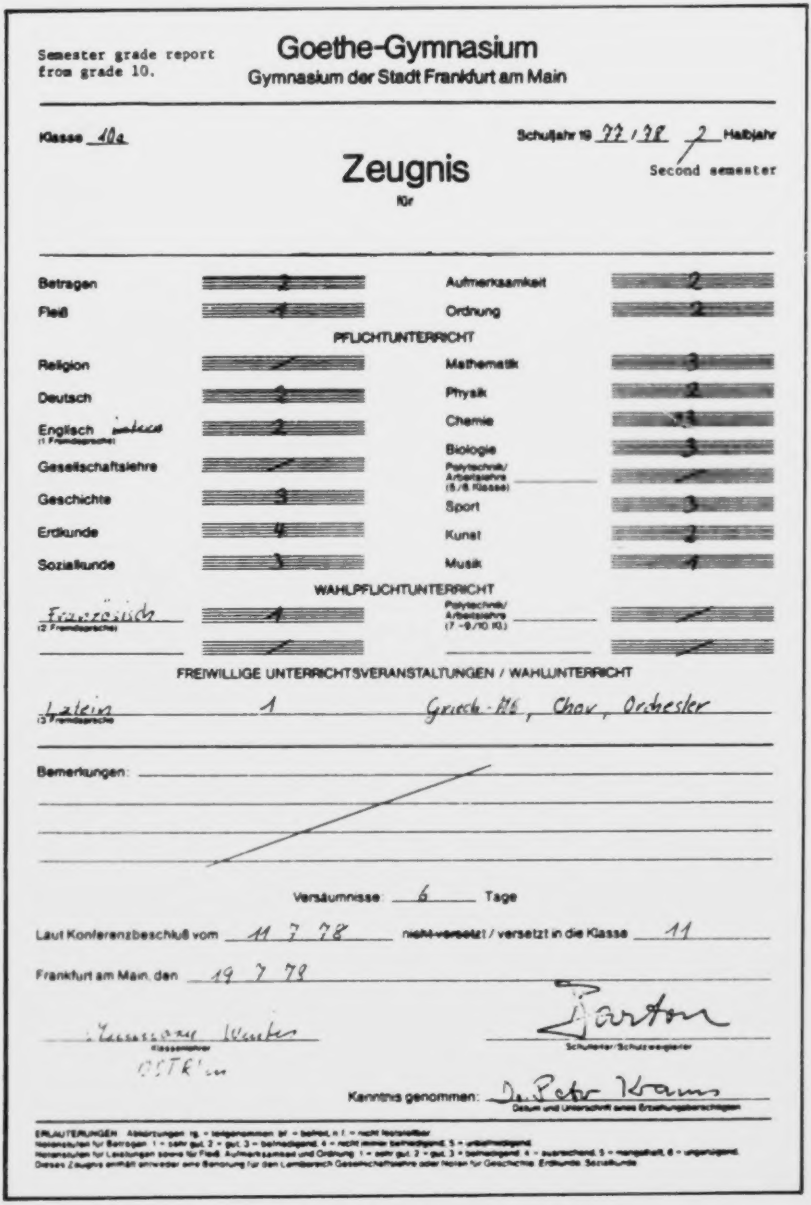
Although secondary level I extends through grade 10, this distinction is irrelevant in the case of the *Gymnasium* since its aim is to prepare students for the university rather than to provide them with minimal compulsory education. At each level of the *Gymnasium*, the academic demands placed on the students are substantial; consequently, it is not uncommon for students to repeat a year's work or even to leave the *Gymnasium* if their work is not up to required standards. Document 2.3 is a sample year-end grade report for year 10.

A student who leaves the *Gymnasium* before completion of grade 10 transfers to one of the other forms of secondary school. Upon successful completion of grade 10, *Gymnasium* students may also choose to leave school, in which case they receive the *Mittlere Reife*, the same certificate which *Realschule* (intermediate school) graduates earn. Most, however, continue into the *Oberstufe* (higher level), grades 11-13 of the *Gymnasium*.

### The *Gesamtschule* (Comprehensive School)

The *Gesamtschule*, the product of educational reform, combines the other three traditional forms of secondary level I schools into one institution. The two varieties of *Gesamtschulen* are the cooperative (*kooperative*) and the integrated (*integrierte*) comprehensive schools. In the cooperative *Gesamtschule*, the traditional secondary level I forms (*Hauptschule*, *Realschule*, and *Gymnasium*) still exist within the *Gesamtschule* but with cooperative facilities and administration. The integrated model takes a step toward further democratization by removing the traditional distinctions between programs and offering the course levels of all three traditional forms under one roof and without distinction between programs. The goals of the *Gesamtschule* are to avoid premature streaming, to facilitate mobility according to students' abilities, and to afford the students more options in their coursework. Upon completion of the *Gesamtschule*, the students earn the credential of one of the three traditional schools, depending upon their level of achievement. As relatively new phenomena, the 250 *Gesamtschulen* constitute less than 1% of the schools providing general education and enroll less than 3% of the secondary level I students.

The issue of the *Gesamtschule* is both pedagogic and political. Since their establishment in Hesse in the early 1960s and their proliferation in the 1970s, the *Gesamtschulen* have been defended by their proponents as pedagogically effective and socially the most democratic. Their detractors see the *Gesamtschule* as diluting the quality of education and introducing disruptive elements into a traditional system which has proven itself over time. That *Gesamtschulen* are no longer considered experimental but are the established form of school (*Regelschulen*) in both Berlin and Hesse is a reflection of the political climate in those areas. The fact that many of the integrated *Gesamtschulen* have switched and become cooperative in other states reflects an opposing political tendency.



Semester grade report
from grade 10.

**Goethe-Gymnasium**

**Gymnasium der Stadt Frankfurt am Main**

Klasse 10a

Schuljahr 19 77 / 78 2 Halbjahr

Second semester

**Zeugnis**

für

| | | | |
|---|---|---|---|
| Betragen | 2 | Aufmerksamkeit | 2 |
| Fleiß | 1 | Ordnung | 2 |
| **PFLICHTUNTERRICHT** | | | |
| Religion | — | Mathematik | 3 |
| Deutsch | 2 | Physik | 2 |
| Englisch (1. Fremdsprache) | 2 | Chemie | 3 |
| | | Biologie | 3 |
| Gesellschaftslehre | — | Polytechnik/Arbeitslehre (5./6. Klasse) | — |
| Geschichte | 3 | Sport | 3 |
| Erdkunde | 4 | Kunst | 2 |
| Sozialkunde | 3 | Musik | 1 |
| **WAHLPFLICHTUNTERRICHT** | | | |
| Französisch (2. Fremdsprache) | 1 | Polytechnik/Arbeitslehre (7.–9./10. Kl.) | — |
| | — | | — |

**FREIWILLIGE UNTERRICHTSVERANSTALTUNGEN / WAHLUNTERRICHT**

Latein (3. Fremdsprache) 1 Griech.-AG, Chor, Orchester

Bemerkungen:

Versäumnisse: 6 Tage

Laut Konferenzbeschluß vom 11. 7. 78 ~~nicht versetzt~~ / versetzt in die Klasse 11

Frankfurt am Main, den 19. 7. 78

Barton
Schulleiter/Schulleiterin

Wunder
Klassenlehrer
OStR'in

Kenntnis genommen: Dr. Peter Krams
Datum und Unterschrift eines Erziehungsberechtigten

2.3. Year-End Grade Report from Year 10

### Secondary Level II—Grades 11 to 13

Secondary level II (*Sekundarstufe* II) comprises fulltime post-compulsory education. Because its divisions represent the myriad fields in which students specialize, the greatest differentiation of training exists at this level. Secondary level II ranges from vocational and technical training to advanced pre-university education.

#### VOCATIONAL TRAINING

All varieties of vocational and technical education are included in the secondary level in Germany. See Chapter 3 for a discussion of vocational education.

#### UPPER LEVEL OR PRE-UNIVERSITY TRAINING

Grades 11-13 in the *Gymnasien* and *Gesamtschulen* are called the *Oberstufe* (upper level). The *Oberstufe* is highly competitive and continues the rigorous academic curriculum, preparing students for the *Abitur* examinations and subsequent university admission. Prior to the 1970s, the curriculum in the *Oberstufe* was uniform, and a school class stayed together for each subject. All students studied and were subjected to rigorous state examinations in art, two foreign languages, German, mathematics, natural science, physical education, physics, and social studies. In addition to the required courses, *Gymnasium* students had to pass written examinations in three compulsory subjects (a first foreign language, German, and mathematics) plus a fourth subject (usually a second foreign language or physics). They also took oral examinations in two further subjects (social studies plus an art subject or a natural science) and an additional examination in physical education.

The *Oberstufe* was reformed in the early 1970s. In 1976, the reorganized *Oberstufe* was introduced, which continues the required basics—art, biology, chemistry, two foreign languages, geography, German, history, mathematics, music, physical education, physics, and social studies—but in grades 12 and 13 divides areas of study into basic courses (*Grundkurse*) and intensive courses (*Leistungskurse*). About two-thirds of the thirty to thirty-six class hours per week are devoted to *Grundkurse*, which meet three hours per week; the remaining one-third of the student's class time is intense and in-depth study (five to six hours a week) in two or three *Leistungskurse* of the student's choice. With its basic and intensive courses, the *Oberstufe* attempts to prepare students for university coursework by allowing choices of subject field and by introducing in-depth study of specific subjects.

The *Oberstufe* seeks to balance a broad general education with the specific aptitudes and abilities of the students. The result is a curriculum with many more options than were available in the traditional *Gymnasien*. Students, for instance, may include computer science courses in their studies; in four states, computer science is even offered as a *Leistungskurs*. Other intensive courses from which students may choose include any of the required courses (which as *Leistungskurse* they would study in greater depth), as well as astronomy, education, geology, legal studies, psychology, sociology, statistics, and technology.

The new *Abitur* examination which accompanied the introduction of the reformed upper level also allowed the students more choices in the examination subjects. Students now undertake written examinations in three subjects, two of which must be *Leistungsfächer* (subjects in which students took intensive coursework or "majored"). An oral examination covers a fourth subject. The four test subjects come from three general categories: Language/Literature/Art, Natural Science/Mathematics, and Social Sciences (including history and geography). The fourth subject in which students must take an oral examination can be art, religion, or sports.

## Grading Scale

The Standing Conference of State Ministers of Education (KMK) has established the following definitions for grades in the *Gymnasium*:

1 = *sehr gut* (very good)
Performance clearly exceeds requirements.
2 = *gut* (good)
Performance meets requirements in every respect.
3 = *befriedigend* (satisfactory)
Performance meets general requirements.
4 = *ausreichend* (sufficient, the lowest "passing" grade)
Performance shows some deficiencies but on the whole still meets requirements.
5 = *mangelhaft* (deficient)
Performance does not meet requirements but shows sufficient basic knowledge to permit the student to overcome the deficiencies in the foreseeable future.
6 = *ungenügend* (unsatisfactory)
Performance does not meet requirements, and even basic knowledge is so meager that the deficiencies cannot be overcome in the foreseeable future.

## The *Abitur*, Examinations, Certificates

A student who completes the thirteenth year of *Gymnasium* takes examinations called *Abiturprüfungen*, is said to have completed the *Abitur*, and is designated *Abiturient*. The term *Abitur* (coming from the Latin, "to go out"), however, rarely appears on the certificate which qualifies the student for university study. Rather, that certificate is the *Zeugnis der Allgemeinen Hochschulreife* (certificate of overall maturity for higher education) or *Reifezeugnis* or *Zeugnis der Reife*. See documents 2.4 and 2.5 for samples of the new *Abitur* from Bavaria and Lower Saxony, respectively. A certificate of limited entry, the *Zeugnis der*

*Fachgebundenen Hochschulreife,* restricts the student's study to only certain disciplines in higher education and usually indicates that a student has not completed work in a second foreign language.

## THE OLD *ABITUR*—THE TRADITIONAL *GYMNASIUM*

The so-called "old" *Abitur* refers to documents issued from schools before the reformed upper level was introduced allowing students to select basic courses and intensive courses (*Grundkurse* and *Leistungskurse,* respectively). The document granting university admission, the *Zeugnis der Allgemeinen Hochschulreife,* from these traditional *Gymnasien* will show performance in required areas of study. Written examinations (*Abiturprüfungen*) are required always in German and mathematics. Language-oriented *Gymnasien* require written examinations also in two foreign languages. The other kinds of *Gymnasien* require one written examination in a foreign language and one in a subject directly related to the school's academic emphasis, such as economics, music, natural science, etc. The student may also take oral examinations. The certificate will show an average grade (*Durchschnittsnote*) of between 1 and 6 (see scale above) for the overall performance.

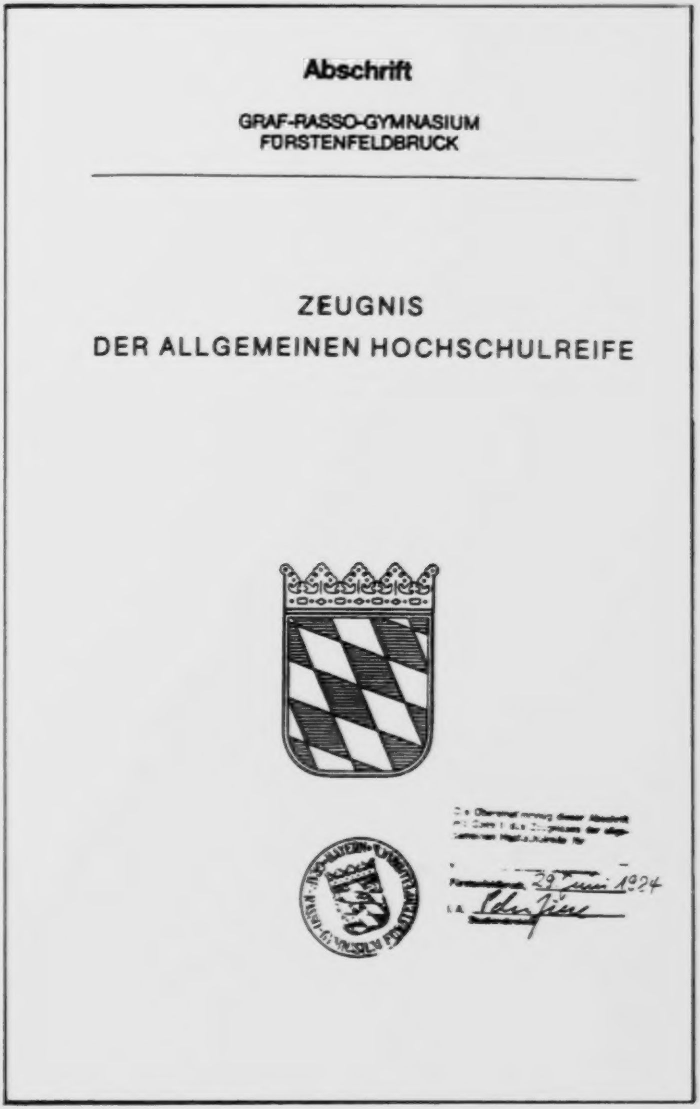
## THE NEW *ABITUR*—REFORMED UPPER LEVELS

The reformed upper level has developed and been implemented in different ways in the different states. Test dates and, in some cases, even course requirements vary from state to state, but the regulations regarding the *Abitur* examination and assessment are uniform as a result of an agreement by the KMK.

The *Zeugnis der Allgemeinen Hochschulreife* from *Gymnasien* with reformed upper levels replaces the straightforward averaging of performance in required subjects with an elaborate 900-point system of measurement. The student is examined in four subjects (three written and one oral). Course grades and examination results are assigned a point value based on the traditional grades (1 to 6); 900 points are possible (300 each in basic courses, in intensive courses, and in the *Abitur* examinations). Students pass if in years twelve and thirteen they have attained at least 300 points (100 in each of the three sections) out of the possible 900 points. Because subjects are studied in-depth in intensive courses, marks are weighted in the final average to reflect both the intensity and the increased class time devoted to these studies. A term paper in one intensive course may also be included in the points assigned.

### **Reading the New *Abitur***

Under the reformed system, a student must accumulate at least 300 of the possible 900 points to obtain the *Zeugnis der Allgemeinen Hochschulreife*. The *Zeugnis* is a fairly standard four-part document. (See documents 2.4 and 2.5.) Usually included on the cover are the name of the certificate awarded (the



**Abschrift**

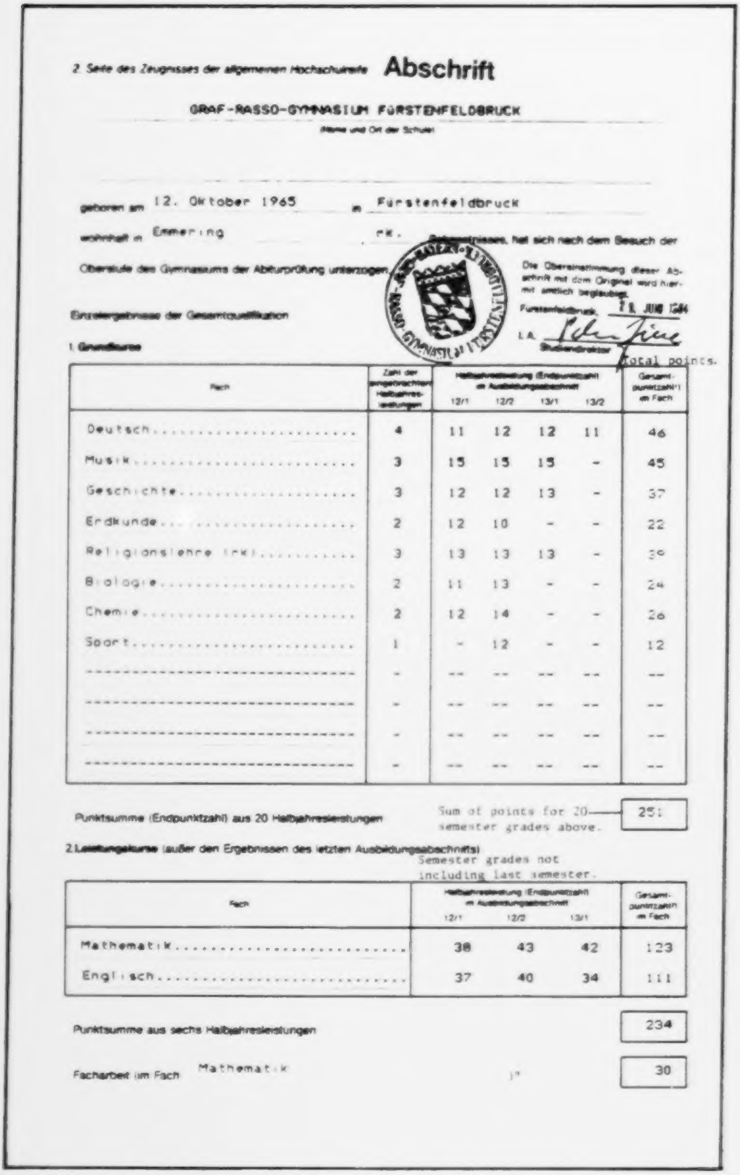
GRAF-RASSO-GYMNASIUM
FÜRSTENFELDBRUCK

ZEUGNIS
DER ALLGEMEINEN HOCHSCHULREIFE

29. Juni 1984

i.A.

2.4a. Cover of New *Abitur* from Bavaria



2. Seite des Zeugnisses der allgemeinen Hochschulreife **Abschrift**

GRAF-RASSO-GYMNASIUM FÜRSTENFELDBRUCK
(Name und Ort der Schule)

geboren am 12. Oktober 1965 in Fürstenfeldbruck

wohnhaft in Emmering, rk. Bekenntnisses, hat sich nach dem Besuch der Oberstufe des Gymnasiums der Abiturprüfung unterzogen.

Die Übereinstimmung dieser Abschrift mit dem Original wird hiermit amtlich beglaubigt.
Fürstenfeldbruck, 28. JUNI 1984
I.A.
Studiendirektor

Einzelergebnisse der Gesamtqualifikation

1. Grundkurse

Total points.

| Fach | Zahl der eingebrachten Halbjahresleistungen | Halbjahresleistung (Endpunktzahl) im Ausbildungsabschnitt 12/1 | 12/2 | 13/1 | 13/2 | Gesamtpunktzahl¹) im Fach |
|---|---|---|---|---|---|---|
| Deutsch | 4 | 11 | 12 | 12 | 11 | 46 |
| Musik | 3 | 15 | 15 | 15 | - | 45 |
| Geschichte | 3 | 12 | 12 | 13 | - | 37 |
| Erdkunde | 2 | 12 | 10 | - | - | 22 |
| Religionslehre (rk) | 3 | 13 | 13 | 13 | - | 39 |
| Biologie | 2 | 11 | 13 | - | - | 24 |
| Chemie | 2 | 12 | 14 | - | - | 26 |
| Sport | 1 | - | 12 | - | - | 12 |
| -------------------------- | - | -- | -- | -- | -- | -- |
| -------------------------- | - | -- | -- | -- | -- | -- |
| -------------------------- | - | -- | -- | -- | -- | -- |
| -------------------------- | - | -- | -- | -- | -- | -- |

Punktsumme (Endpunktzahl) aus 20 Halbjahresleistungen — Sum of points for 20 semester grades above. — 251

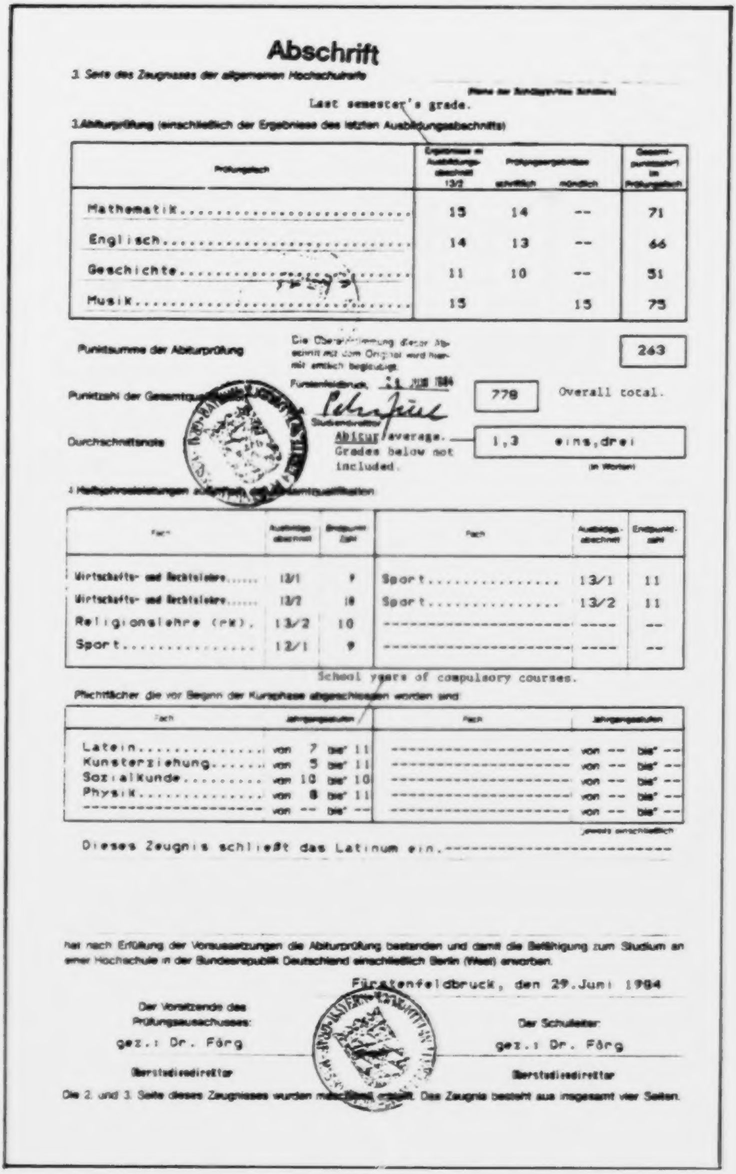
2. Leistungskurse (außer den Ergebnissen des letzten Ausbildungsabschnitts) — Semester grades not including last semester.

| Fach | Halbjahresleistung (Endpunktzahl) im Ausbildungsabschnitt 12/1 | 12/2 | 13/1 | Gesamtpunktzahl im Fach |
|---|---|---|---|---|
| Mathematik | 38 | 43 | 42 | 123 |
| Englisch | 37 | 40 | 34 | 111 |

Punktsumme aus sechs Halbjahresleistungen 234

Facharbeit im Fach Mathematik ¹) 30

2.4b. Page 2, New *Abitur* from Bavaria, Showing *Grundkurse* or Basic Courses and *Leistungskurse* or Intensive Courses



**Abschrift**

*3. Seite des Zeugnisses der allgemeinen Hochschulreife*

(Name der Schülerin/des Schülers)

Last semester's grade.

3. Abiturprüfung (einschließlich der Ergebnisse des letzten Ausbildungsabschnitts)

| Prüfungsfach | Ergebnisse im Ausbildungsabschnitt 13/2 | Prüfungsergebnisse schriftlich | Prüfungsergebnisse mündlich | Gesamtpunktzahl im Prüfungsfach |
|---|---|---|---|---|
| Mathematik........................ | 15 | 14 | -- | 71 |
| Englisch........................ | 14 | 13 | -- | 66 |
| Geschichte........................ | 11 | 10 | -- | 51 |
| Musik........................ | 15 | | 15 | 75 |

Punktsumme der Abiturprüfung 263

Die Übereinstimmung dieser Abschrift mit dem Original wird hiermit amtlich beglaubigt.

Fürstenfeldbruck, [illegible] JUNI 1984

Studiendirektor

Punktzahl der Gesamtqualifikation 778 Overall total.

Durchschnittsnote 1,3 eins,drei (in Worten)

Abitur average. Grades below not included.

4. Halbjahresleistungen außerhalb der Gesamtqualifikation

| Fach | Ausbildungsabschnitt | Endpunktzahl | Fach | Ausbildungsabschnitt | Endpunktzahl |
|---|---|---|---|---|---|
| Wirtschafts- und Rechtslehre...... | 12/1 | 9 | Sport................ | 13/1 | 11 |
| Wirtschafts- und Rechtslehre...... | 12/2 | 10 | Sport................ | 13/2 | 11 |
| Religionslehre (rk). | 13/2 | 10 | -------------------- | ---- | -- |
| Sport................ | 12/1 | 9 | -------------------- | ---- | -- |

School years of compulsory courses.

Pflichtfächer, die vor Beginn der Kursphase abgeschlossen worden sind:

| Fach | Jahrgangsstufen | Fach | Jahrgangsstufen |
|---|---|---|---|
| Latein................ | von 7 bis* 11 | -------------------- | von -- bis* -- |
| Kunsterziehung....... | von 5 bis* 11 | -------------------- | von -- bis* -- |
| Sozialkunde.......... | von 10 bis* 10 | -------------------- | von -- bis* -- |
| Physik............... | von 8 bis* 11 | -------------------- | von -- bis* -- |
| -------------------- | von -- bis* -- | -------------------- | von -- bis* -- |

*jeweils einschließlich

Dieses Zeugnis schließt das Latinum ein.------------------------

hat nach Erfüllung der Voraussetzungen die Abiturprüfung bestanden und damit die Befähigung zum Studium an einer Hochschule in der Bundesrepublik Deutschland einschließlich Berlin (West) erworben.

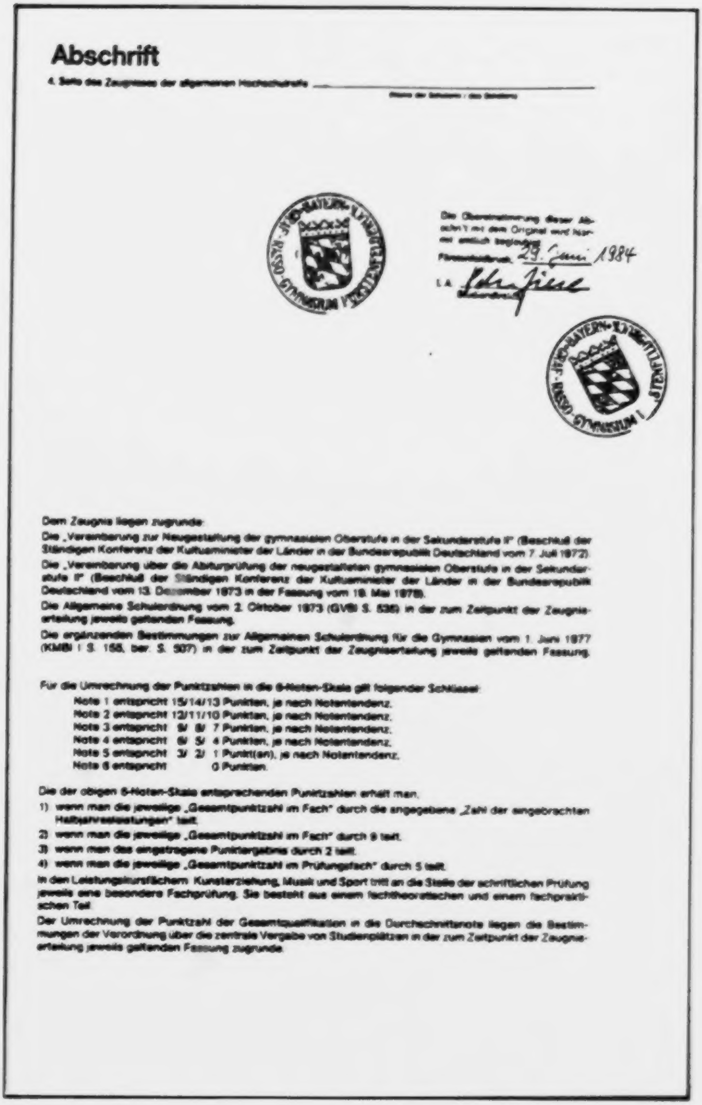
Fürstenfeldbruck, den 29.Juni 1984

Der Vorsitzende des Prüfungsausschusses:
gez.: Dr. Förg
Oberstudiendirektor

Der Schulleiter:
gez.: Dr. Förg
Oberstudiendirektor

Die 2. und 3. Seite dieses Zeugnisses wurden maschinell erstellt. Das Zeugnis besteht aus insgesamt vier Seiten.

2.4c. Page 3, New *Abitur* from Bavaria, Showing the *Durchschnittsnote,* or Overall Average



**Abschrift**

4. Seite des Zeugnisses der allgemeinen Hochschulreife ____________________

Die Übereinstimmung dieser Abschrift mit dem Original wird hiermit amtlich beglaubigt.

[illegible], 29. Juni 1984

I.A.

Dem Zeugnis liegen zugrunde:

Die „Vereinbarung zur Neugestaltung der gymnasialen Oberstufe in der Sekundarstufe II" (Beschluß der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland vom 7. Juli 1972).

Die „Vereinbarung über die Abiturprüfung der neugestalteten gymnasialen Oberstufe in der Sekundarstufe II" (Beschluß der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland vom 13. Dezember 1973 in der Fassung vom 19. Mai 1978).

Die Allgemeine Schulordnung vom 2. Oktober 1973 (GVBl S. 535) in der zum Zeitpunkt der Zeugniserteilung jeweils geltenden Fassung.

Die ergänzenden Bestimmungen zur Allgemeinen Schulordnung für die Gymnasien vom 1. Juni 1977 (KMBl I S. 155, ber. S. 307) in der zum Zeitpunkt der Zeugniserteilung jeweils geltenden Fassung.

Für die Umrechnung der Punktzahlen in die 6-Noten-Skala gilt folgender Schlüssel:

Note 1 entspricht 15/14/13 Punkten, je nach Notentendenz.
Note 2 entspricht 12/11/10 Punkten, je nach Notentendenz.
Note 3 entspricht 9/ 8/ 7 Punkten, je nach Notentendenz.
Note 4 entspricht 6/ 5/ 4 Punkten, je nach Notentendenz.
Note 5 entspricht 3/ 2/ 1 Punkt(en), je nach Notentendenz.
Note 6 entspricht 0 Punkten.

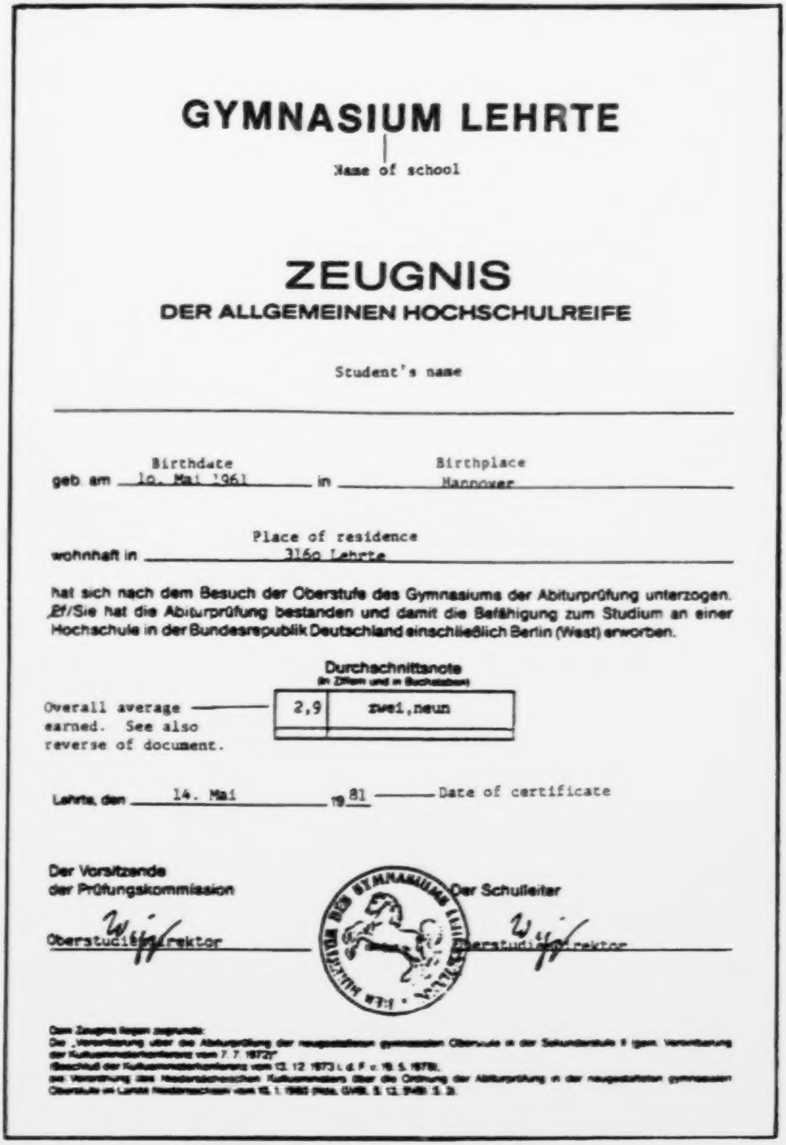
Die der obigen 6-Noten-Skala entsprechenden Punktzahlen erhält man,

1) wenn man die jeweilige „Gesamtpunktzahl im Fach" durch die angegebene „Zahl der eingebrachten Halbjahresleistungen" teilt.
2) wenn man die jeweilige „Gesamtpunktzahl im Fach" durch 9 teilt.
3) wenn man das eingetragene Punktergebnis durch 2 teilt.
4) wenn man die jeweilige „Gesamtpunktzahl im Prüfungsfach" durch 5 teilt.

In den Leistungskursfächern Kunsterziehung, Musik und Sport tritt an die Stelle der schriftlichen Prüfung jeweils eine besondere Fachprüfung. Sie besteht aus einem fachtheoretischen und einem fachpraktischen Teil.

Der Umrechnung der Punktzahl der Gesamtqualifikation in die Durchschnittsnote liegen die Bestimmungen der Verordnung über die zentrale Vergabe von Studienplätzen in der zum Zeitpunkt der Zeugniserteilung jeweils geltenden Fassung zugrunde.

2.4d. Last Page, New *Abitur* from Bavaria, Showing Applicable Regulation



GYMNASIUM LEHRTE

Name of school

ZEUGNIS

DER ALLGEMEINEN HOCHSCHULREIFE

Student's name

geb. am 10. Mai 1961 (Birthdate) in Hannover (Birthplace)

wohnhaft in 3160 Lehrte (Place of residence)

hat sich nach dem Besuch der Oberstufe des Gymnasiums der Abiturprüfung unterzogen. ~~Er~~/Sie hat die Abiturprüfung bestanden und damit die Befähigung zum Studium an einer Hochschule in der Bundesrepublik Deutschland einschließlich Berlin (West) erworben.

Durchschnittsnote
(in Ziffern und in Buchstaben)

| | |
|---|---|
| 2,9 | zwei,neun |

Overall average earned. See also reverse of document.

Lehrte, den 14. Mai 1981 — Date of certificate

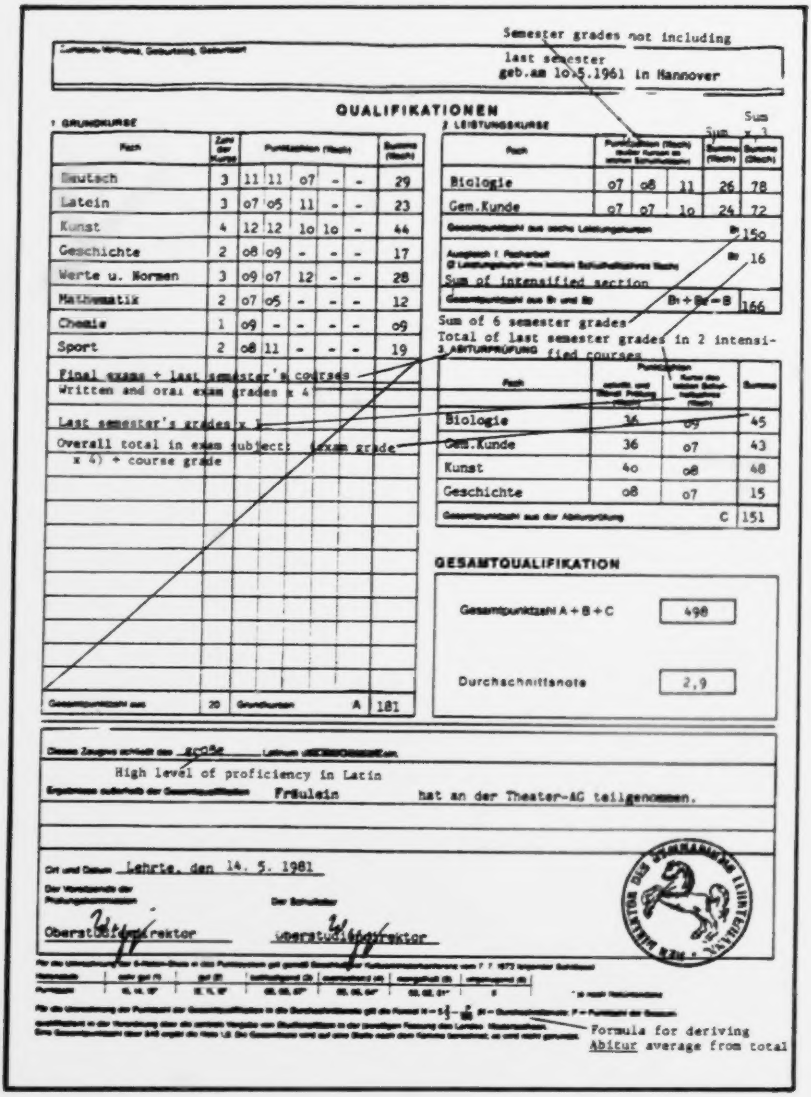
Der Vorsitzende der Prüfungskommission

Oberstudiendirektor

Der Schulleiter

Oberstudiendirektor

2.5a. Cover of New *Abitur* from Lower Saxony with Overall Average



Semester grades not including last semester

geb.am lo.5.1961 in Hannover

QUALIFIKATIONEN

1 GRUNDKURSE

| Fach | | | | | | | |
|---|---|---|---|---|---|---|---|
| Deutsch | 3 | 11 | 11 | o7 | - | - | 29 |
| Latein | 3 | o7 | o5 | 11 | - | - | 23 |
| Kunst | 4 | 12 | 12 | lo | lo | - | 44 |
| Geschichte | 2 | o8 | o9 | - | - | - | 17 |
| Werte u. Normen | 3 | o9 | o7 | 12 | - | - | 28 |
| Mathematik | 2 | o7 | o5 | - | - | - | 12 |
| Chemie | 1 | o9 | - | - | - | - | o9 |
| Sport | 2 | o8 | 11 | - | - | - | 19 |
| | 20 | | | | | A | 181 |

Final exams + last semester's courses

Written and oral exam grades x 4

Last semester's grades x 1

Overall total in exam subject: (exam grade x 4) + course grade

2 LEISTUNGSKURSE

Sum

Sum x 3

| Fach | | | | | |
|---|---|---|---|---|---|
| Biologie | o7 | o8 | 11 | 26 | 78 |
| Gem.Kunde | o7 | o7 | lo | 24 | 72 |
| | | | | B1 | 15o |
| | | | | B2 | 16 |
| | | | | B1 + B2 = B | 166 |

Sum of intensified section

Sum of 6 semester grades

Total of last semester grades in 2 intensified courses

3. ABITURPRÜFUNG

| Fach | | | |
|---|---|---|---|
| Biologie | 36 | o9 | 45 |
| Gem.Kunde | 36 | o7 | 43 |
| Kunst | 4o | o8 | 48 |
| Geschichte | o8 | o7 | 15 |
| | | C | 151 |

GESAMTQUALIFIKATION

Gesamtpunktzahl A + B + C 498

Durchschnittsnote 2,9

große

High level of proficiency in Latin

Fräulein hat an der Theater-AG teilgenommen.

Lehrte, den 14. 5. 1981

Oberstudiendirektor

Oberstudiendirektor

Formula for deriving *Abitur* average from total

2.5b. Page 2, New *Abitur* from Lower Saxony. All Sections Appear on One Page.

*Zeugnis der Allgemeinen Hochschulreife, Zeugnis der Reife,* or *Reifezeugnis*); the student's name and birthdate; and the name of the school and state. The following sections are part of the *Zeugnis.*

Part 1. *Grundkurse* (Basic Courses). Total possible = 300 points.

—Column 1 shows the subjects taken in the two years, 3 hours per week.
—Column 2 shows the number of semester courses taken in the respective subjects. The total number of semester courses must be twenty.
—Column 3 shows the number of points (ranging from 0 to 15) earned for each one-half year course.
—Column 4 shows the total points accumulated in the last four semesters.

The four columns usually represent the respective semesters of the last two years in which the courses were taken. Generally, but not always, two courses in the same subject are taken in consecutive semesters. Sometimes the specific semesters are not designated.

The points for these courses are derived from the 1 to 6 grading scale as follows:

| *sehr gut* | *gut* | *befriedigend* | *ausreichend* | *mangelhaft* | *ungenügend* |
|---|---|---|---|---|---|
| very good | good | satisfactory | sufficient | deficient | inadequate |
| 1 | 2 | 3 | 4 | 5 | 6 |
| + − | + − | + − | + − | + − | |
| 15 14 13 | 12 11 10 | 9 8 7 | 6 5 4 | 3 2 1 | 0 |

Since there are twenty courses worth up to 15 points each, the maximum total (*Punktsumme*) possible at the bottom of the page is 300 for Part 1.

Part 2. *Leistungskurse* (Intensive Courses). Total possible = 300 points.

Marks will appear for the six courses in intensive subjects (five to six hours per week) taken in grades 12 and 13. Here the calculations may vary since these course grades are tripled. The middle six figures (grades) may reflect the 0 to 15 scale or may already bear triple weight, yielding scores of 0 to 45. In either case, the last column will present totals of up to 135 with the total of the six course grades listed directly below. Immediately beneath the last total will appear a term paper grade (*Facharbeit*) if it was required. The grade is doubled, for a possible total of 30. If no term paper was required, the average of the six course grades will be doubled to yield once again a possible total of 30.

Part 3. *Abiturprüfungen* (Final Examinations). Total possible = 300 points.

Marks will appear in four subjects, two of which must be subjects taken in intensive courses and for which written examinations must be taken. This section may have three or four columns depending upon whether the document differentiates between the three written (*schriftliche*) examinations (usually the first three subjects if the columns have not been differentiated) and the one oral (*mündlich*) examination (usually the last).

The first column usually represents the student's performance in the last semester of the course. The middle columns show examination grades, which are quadrupled. The multiplication may or may not be reflected here. The last column will reflect the total points earned for each subject. This is determined by adding the last semester mark plus the examination grade quadrupled for a possible total of 75 in each subject. The examination total (*Punktsumme* or *Gesamtpunktzahl der Abiturprüfung*) is out of a possible 300.

Part 4. *Punktzahl der Gesamtqualifikation* (Total of Overall Qualification). Total possible = 900 points.

Parts 1 through 3 are then totaled; a sum of 900 is possible. A score of 300 (with at least 100 in each category) is the lowest passing total. The grand total (P) is then converted again into an average (*Durchschnittsnote* = N) on the traditional 1 to 6 scale according to a standardized formula frequently appearing on the *Abitur*:

$$N = 5\,2/3 - P/180$$

(If P is over 840, N = 1)

The lowest passing grade is 4, and an average between 1 and 2 is considered a substantial accomplishment. Averages below 1.5 are extremely rare. (Note: A comma frequently replaces the decimal point on German documents. Thus, 1.5 may appear as 1,5 on the document.) These are the all-important averages for entry into overcrowded university disciplines such as medicine, veterinary medicine, and dentistry, which have a quota (*numerus clausus*) based on performance.

The remaining marks on the *Zeugnis* will denote proficiency in Latin and, sometimes but not always, other coursework taken in the last two years (and sometimes required courses taken before the twelfth year) but not included in the totals and averages. The term, *Grosses Latinum*, designates high proficiency in Latin with usually at least five years of satisfactory coursework. This proficiency in Latin is required of students wishing to study law, medicine, philosophy, or religion/theology at the university. The term, *Kleines Latinum*, usually designates only three years of coursework in Latin completed in the last three years of *Gymnasium*. The bottom of the certificate usually bears the stamp of the school or the city's official school office.

## Issues for Further Reform in the *Gymnasium*

Almost one-third of an age group now attends the *Gymnasium*, and one-half of them (or 15% of the population) complete the *Abitur*. These figures represent a vast increase over previous years, and, together with the fact that student populations will increase in this age group until 1990, suggest that Germany's universities and economy will be faced with large numbers of graduates. How highly qualified these graduates are under the reformed system is a widely debated issue. Consequently, the choices in grades 12 and 13 will soon be limited in some states to the extent that all students will be examined in German and mathematics with a choice only in the two remaining *Abiturprüfung* subjects.

Uniformity of preparation and of examinations is another issue. For instance, *Abitur* examinations are being administered in some states as early as January of the thirteenth year, putting into question the intensity of the last semester's study. Some states are also reputed to be tougher than others in *Abitur* examinations. Since entry into some fields is restricted by *numerus clausus* and is based on final *Abitur* averages, concern about possible inequities has led to extensive study of *Abitur* uniformity by the Standing Conference of State Ministers of Education (KMK). Findings suggest that while the averages from state to state do fluctuate, they do not vary significantly enough to warrant a national examination or a nationally regulated curriculum.

## Private Schools

Although education is primarily a state issue, the Basic Law allows for the establishment and operation of private schools as well. The states supervise these schools to ensure that they parallel state schools in objectives, facilities, and teacher qualifications. These schools are classified either as alternatives to the state system (*Ersatzschule*), in which case they may conduct state-recognized examinations and issue officially recognized certificates, or as supplementary schools (*Ergänzungschule*), which may not conduct examinations.

Private schools are privately run, but not necessarily privately funded. They receive subsidies from the state because they are augmenting the state system and relieving it of some of the student load. In fact, private schools may receive up to 90% of their operating costs from the state, the rationale being that even the 10% that comes from private sources provides assistance to the state and to its youngsters.

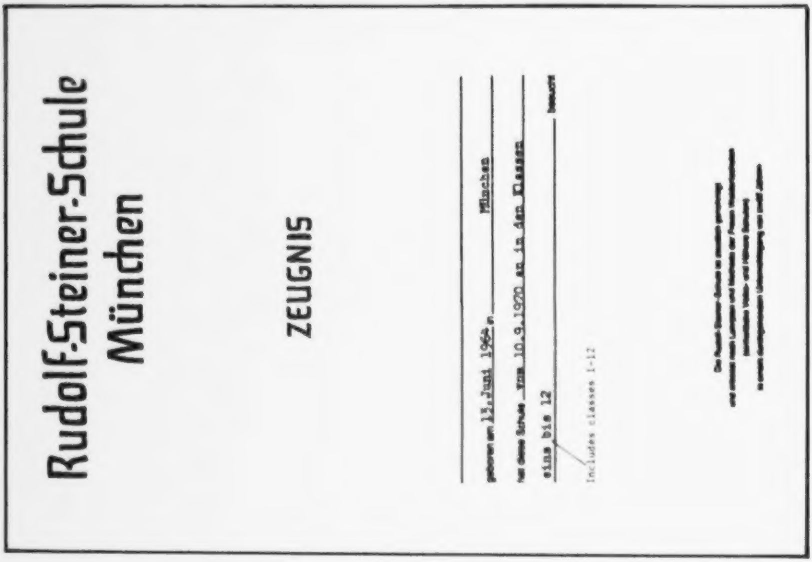
Because by law private schools are provided the freedom to test educational concepts, they are frequently the source of educational innovation. And because of the close cooperation between the states and private schools, successful experiments frequently stimulate change within the larger public system. About 3,500 private schools serve about 400,000 pupils. The majority of these schools are private *Gymnasien* or private trade schools.

The three predominant types of private schools are:

Denominational Schools. The majority of denominational schools are Roman Catholic schools, frequently attached to an order. Secondary schools for young women predominate, although the church also operates numerous schools for the handicapped. More than 1,000 Roman Catholic schools serve about one-half of the entire private school population. Protestant schools enroll around 30,000 students.

Free Waldorf Schools (*Freie Waldorf Schulen, Rudolf Steiner Schulen*). Following the educational philosophy of Rudolf Steiner, the Free Waldorf Schools are comprehensive schools offering primary and secondary level education through grade 12. They are innovative in their approach and often attract highly artistic students seeking an open, noncompetitive, and nonauthoritarian environment. While the Waldorf pedagogical plan includes twelve years, students may complete an additional year in order to qualify for the *Abitur*. Most Waldorf students completing this thirteenth year pass *Abitur* examinations. Since the Free Waldorf Schools do not follow the pattern of the reformed upper level (with its *Grundkurse* and *Leistungskurse*), the *Abitur* granted is similar to the "old" *Abitur*. The subject grades reflect work and testing in the thirteenth year only. Waldorf students who do not add the thirteenth year to their curriculum receive a certificate verifying completion of twelve years. Because of the Waldorf philosophy, individual subject grades are an optional part of this certificate. Document 2.6 is a certificate of completion (*Zeugnis*) from a Waldorf School. Document 2.7 shows the *Abitur* issued through an agreement with the KMK.

Special Education Schools (*Sonderschulen*). Disabled students may attend special schools, the number of which doubled in the 1960s. Despite this increase, students with special problems are retained in the regular school system whenever feasible. There are ten different types of *Sonderschulen*, but, with the exception of those for mentally disabled or the severely learning disabled, the curriculum parallels that of the regular schools. The teaching methods, however, are tailored to the special needs of the students.



Rudolf-Steiner-Schule
München

ZEUGNIS

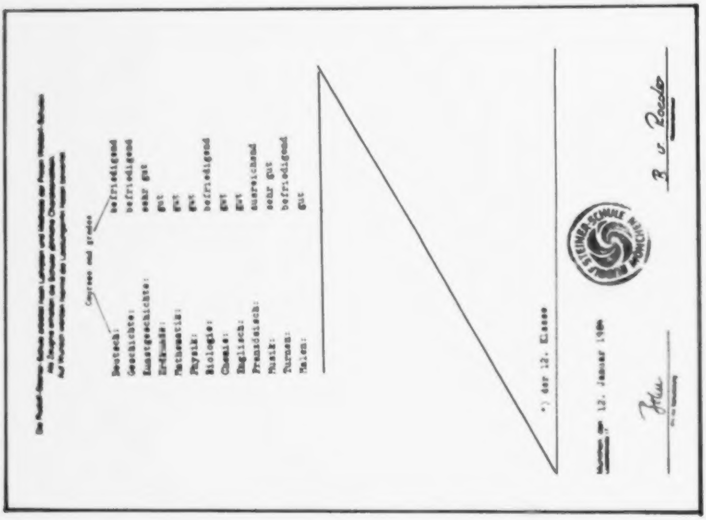
geboren am 13.Juni 1964 in München

hat diese Schule vom 10.9.1970 an in den Klassen

eins bis 12 besucht

Includes classes 1-12

2.6a. Cover of a Certificate of Completion from a Waldorf School (not an *Abitur*)



Courses and grades

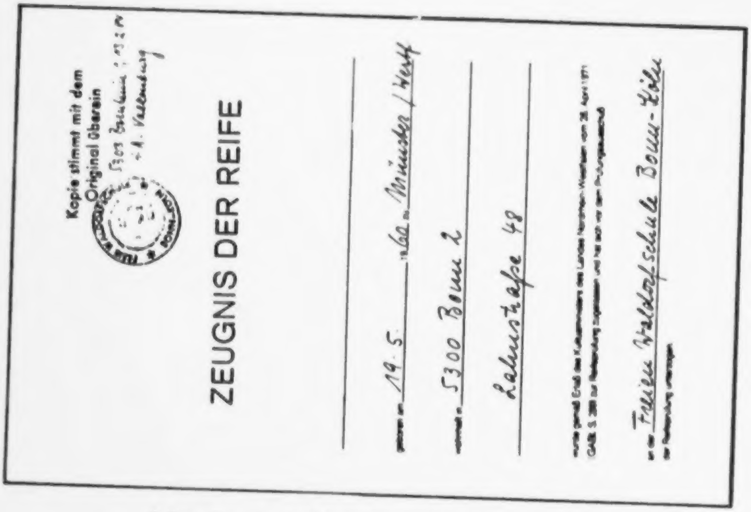
Deutsch: befriedigend
Geschichte: befriedigend
Kunstgeschichte: sehr gut
Erdkunde: gut
Mathematik: gut
Physik: gut
Biologie: befriedigend
Chemie: gut
Englisch: gut
Französisch: ausreichend
Musik: sehr gut
Turnen: befriedigend
Malen: gut

*) der 12. Klasse

München, den 12. Januar 1984

B v. Roeder

2.6b. Page 2, Certificate of Completion from a Waldorf School (not an *Abitur*)



Kopie stimmt mit dem
Original überein
5303 [illegible]

ZEUGNIS DER REIFE

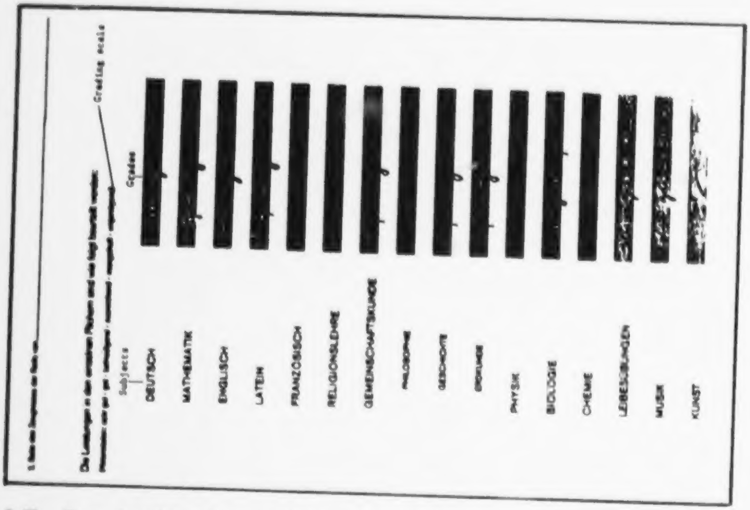
19. 5. 19 60 Münster / Westf

5300 Bonn 2

Lahnstraße 48

Freien Waldorfschule Bonn-Köln

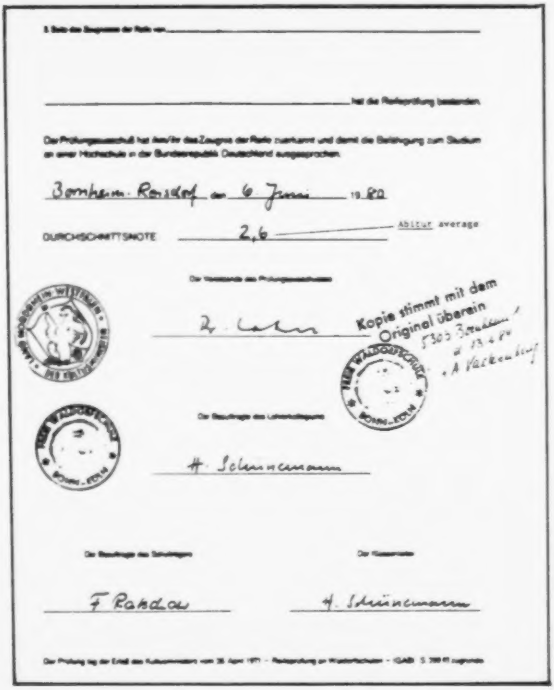
2.7a. Cover of *Abitur* from a Waldorf School



Grading scale
Subjects
Grades

| | |
|---|---|
| DEUTSCH | [redacted] |
| MATHEMATIK | [redacted] |
| ENGLISCH | [redacted] |
| LATEIN | [redacted] |
| FRANZÖSISCH | [redacted] |
| RELIGIONSLEHRE | [redacted] |
| GEMEINSCHAFTSKUNDE | [redacted] |
| PHILOSOPHIE | [redacted] |
| GESCHICHTE | [redacted] |
| ERDKUNDE | [redacted] |
| PHYSIK | [redacted] |
| BIOLOGIE | [redacted] |
| CHEMIE | [redacted] |
| LEIBESÜBUNGEN | [redacted] |
| MUSIK | [redacted] |
| KUNST | [redacted] |

2.7b. Page 2, *Abitur* from a Waldorf School, Showing Subjects and Grades



Bornheim-Roisdorf am 6. Juni 19 80

DURCHSCHNITTSNOTE 2,6 — Abitur average

Kopie stimmt mit dem Original überein

5303 Bornheim 1

d. 13.4.80

i.A. Vackenburg

H. Schünemann

F. Rahdau

H. Schünemann

2.7c. Page 3, *Abitur* from a Waldorf School, Showing *Durchschnittsnote* or Overall Average

# Chapter 3

# Vocational Education

## Introduction

A "dual system" of vocational preparation combining part-time vocational school with on-the-job training exists in Germany. Vocational schools (as all schools) fall under the individual states while vocational training and apprenticeships come under federal jurisdiction and are administered by the firms offering vocational training.

Every young person who is not attending school fulltime must undergo vocational training from ages fifteen to eighteen, virtually assuring that at age eighteen a young person is both trained and licensed for a specific occupation. All vocational training courses combine general and vocational subjects, all are free, and all are considered part of the secondary level of education.

The range of vocational certificates reflects the complex variety of vocational schools and the number of professions (more than 400) for which federally standardized and regulated vocational training exists. (See Appendix B for a complete list of these occupations.) It is also possible for training for a given occupation to be obtained from more than one type of vocational school. It is important, therefore, to remember that most training of this sort aims at job qualification rather than further schooling, and that, with the exception of the *Berufsakademie* (technical academy) in Baden-Württemberg, **all vocational education is considered secondary education in Germany**. Consequently, if a course of study in a vocational school is designed to lead to further or higher study, the certificate earned will be the standard academic qualification for the level to which the student is entitled, i.e., *Mittlere Reife* (middle maturity certificate), *Fachhochschulreife* (qualification for polytechnic entrance), *Fachgebundene Hochschulreife* (restricted subject qualification), etc. Otherwise, a certificate from a vocational school has no application for entry to a higher level of education.

Traditional vocational training generally breaks down into three basic groups:
—the "dual system" of vocational school (*Berufsschule*) combined with on-the-job training;
—fulltime vocational school (*Berufsfachschule*) of one to three years followed by possible training as in the dual system but usually for shorter duration;
—other forms of fulltime vocational school which require for entry either higher credentials or prior completion of a course within the dual system.

## The *Berufsgrundbildungsjahr* (Basic Vocational Training Year)

A new and developing, but not necessarily separate, phenomenon, the *Berufsgrundbildungsjahr* (BGJ) or vocational foundation training year is becoming a popular choice for students beginning vocational training. The BGJ can be taken in conjunction with or separate from the dual system of vocational school attendance with in-company, on-the-job training (see *Berufsschule*) and introduces students to a general vocational field after which they can concentrate on a particular occupation within that field.

Under this plan the initial year of vocational training (normally following grade 9 or 10) provides a general foundation in one of the thirteen vocational areas: agricultural science, biology, chemistry, color and interior design, economy and administration, electrical engineering, health and personal hygiene, metallurgy, nutrition and domestic economy, physics, printing, textile and clothing, and wood technology. After the BGJ, the student then completes training for one of the more than 400 specialized occupations within the thirteen areas. For example, a student who has completed *Hauptschule* (general secondary school, grades 5 to 9 or 10) may take a BGJ in wood technology before entering the course of study to be a joiner, boatwright, or carpenter. As the result of the BGJ, the student gains a broad general view and overlapping skills before specializing in one specific craft.

The BGJ takes two forms: the scholastic form or the cooperative form. In the former more popular form, trainees attend school fulltime and thus reduce the strain on an economy which must accommodate an increasing number of young people seeking apprenticeships. Training, theory, and practice in a trade all take place in that school. The cooperative form resembles the dual system with about two days a week at vocational school combined with three days a week of in-plant training. In either case students' apprentice periods are usually reduced by one year if they have opted for the BGJ. The *Berufsgrundbildungsjahr Abschlusszeugnis* (certificate of completion of basic vocational training year) is awarded.

## Vocational Schools and Their Programs

The various kinds of vocational schools include the *Berufsschule* (part-time cooperative vocational school), the *Berufsfachschule* (fulltime vocational school), the *Berufsaufbauschule* (extended vocational school), the *Fachoberschule* (specialized secondary school), the *Fachschule* (advanced technical school), the *Berufsoberschule* (upper vocational school, only in Bavaria and Baden-Württemberg), the *Fachakademie* (technical academy), the *Berufskolleg* (technical academy), and the *Berufsakademie* (technical academy, only in Baden-Württemberg).

## *Berufsschule* (Part-Time Cooperative Vocational School) and the Dual System

The majority of vocational training takes place under the "dual system" which combines vocational school attendance with in-company, on-the-job training. Despite the complex choices of vocational schools, 66% of all youngsters and 75% of those pursuing vocational training enter the dual system. Of students entering, 60% come from the *Hauptschule*, 30% from the *Realschule*, and 5+% from *Gymnasium* (see Chapter 2 for a discussion of the *Hauptschule*, the *Realschule*, and the *Gymnasium*).

Under the dual system the student who finishes the *Hauptschule* usually attends a part-time cooperative vocational school (*Berufsschule*) for up to twelve hours a week. Of these lessons, approximately 40% are general subjects (economics, German, physical education, religion, and sociology) and 60% are technical courses pertaining to the specific training field. Attendance at the *Berufsschule* usually lasts three years. Currently, some 2.3 million students are undergoing this form of training in more than 2,300 schools.

The second part of a student's vocational training under the dual system comes through an apprenticeship which provides on-the-job training in the firm. Unlike the medieval guild system, which required the apprentice to pay for training, the part-time cooperative vocational education program provides that the apprentice be paid 20% to 40% of a beginning fulltime worker's wages. The student must secure the training place from an employer offering apprenticeship training through written application and, in some cases, entrance examinations and interviews.

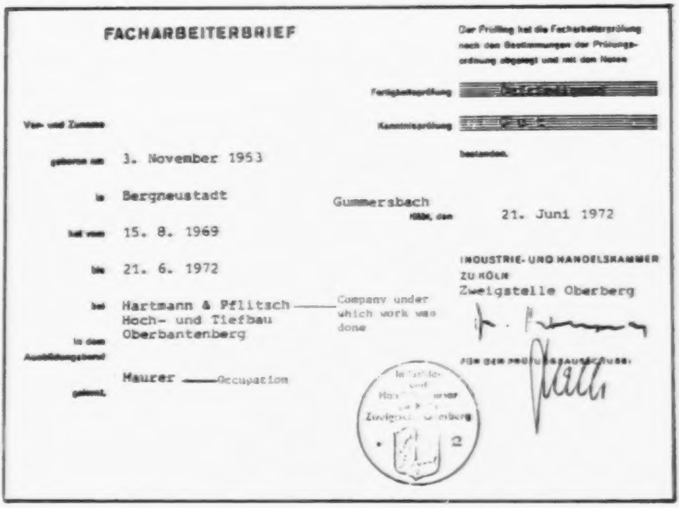
The firms offering apprenticeship training do so voluntarily and enjoy substantial freedom in deciding the methods by which to carry out the training. Firms may adjust training to the specifics of the occupation and to technological developments and innovations and yet maintain a degree of competition with other businesses for the quality of training each provides. These firms, however, must comply with certain requirements. Training is for persons under eighteen years of age, must be for one of the more than 400 federally-recognized occupations, must be offered by qualified instructors, and must follow the federally-established training plan for all vocations. In addition, the training firm must be recognized by the controlling chamber of industry and commerce, handicraft chamber, or agricultural chamber responsible for training in the respective area. The industrial trades tend to retain the dual system of training.

Training under the dual system usually lasts three years. An intermediate examination, usually at the end of the second year, and a final examination are given by the industry providing the training. The final examination consists of a theoretical section, which tests general knowledge and techniques of the trade, plus a qualification piece or demonstration of practical application (i.e., a sample of the student's work). Upon completion of this final examination, the student receives a certificate of completion (*Abschlusszeugnis*) from the vocational school and the title of skilled worker (*Facharbeiter, Fachan-*

*gestellter, Geselle*). Most young people completing this stage of the dual system enter fulltime employment, often at the same firm under which they trained. *Berufsschule* graduates are also qualified to pursue further vocational training at *Fachschulen* (advanced technical schools). Document 3.1 is a sample certificate of completion of apprenticeship.

## *Berufsfachschule* (Fulltime Vocational School)

Fulltime vocational schools offer vocational training in combination with general education courses lasting one to three years. To be admitted, students must have successfully completed *Hauptschule* or *Realschule* depending on the type of training they seek. While it has basically the same objective as part-time school, fulltime vocational education has recently gained in popularity. Currently, 340,000 students attend 3,000 such schools. Commercial schools (*Handelschulen*) are a popular form of fulltime vocational school. While industrial trades tend to retain the dual system for training, fields such as commercial and hotel trades, medical and laboratory technology, child care, home economics, and social services offer fulltime training in these vocational specialist schools. These schools may also be the choice in some areas where inadequate training places are available under the dual system. In these cases, attendance at a fulltime school reduces the time spent in a subsequent apprenticeship. As in the part-time cooperative vocational schools, the final exami-



**FACHARBEITERBRIEF**

Vor- und Zuname

geboren am 3. November 1953

in Bergneustadt

hat vom 15. 8. 1969

bis 21. 6. 1972

bei Hartmann & Pflitsch —— Company under which work was done
Hoch- und Tiefbau
Oberbantenberg

in dem Ausbildungsberuf

Maurer —— Occupation

gelernt.

Der Prüfling hat die Facharbeiterprüfung nach den Bestimmungen der Prüfungsordnung abgelegt und mit den Noten

Fertigkeitsprüfung [redacted]

Kenntnisprüfung [redacted]

bestanden.

Gummersbach
Köln, den 21. Juni 1972

INDUSTRIE- UND HANDELSKAMMER
ZU KÖLN
Zweigstelle Oberberg

FÜR DEN PRÜFUNGSAUSSCHUSS:

3.1. Certificate (Letter) of Completion of Apprenticeship as a Bricklayer nation leads to a qualification as a skilled worker (*Facharbeiter*). In the case of the two-year programs requiring *Hauptschule* completion for entry, students may usually earn an academic certificate equivalent to that received from the *Realschule* along with their vocational qualification. See Document 3.2 for a sample completion certificate from the *Berufsfachschule*.

Quite recently, the *Berufsfachschulen* and other forms of vocational training have become the more frequent choice of highly qualified holders of the *Abitur* (see Chapter 2 for details on the *Abitur*). As a growing population seeks employment in a professional sector which cannot accommodate all of the qualified candidates, *Berufsfachschulen* are seen as a more certain, albeit more technical, route to employment. And as these highly qualified students make *Berufsfachschulen* more popular, the schools can become more selective with their applicants. Already some of the larger firms in Germany operate *Berufsfachschulen* for management and technical training designed exclusively for holders of the *Abitur*. The development of these highly selective schools parallels the development of the *Berufsakademie* in Baden-Württemberg.

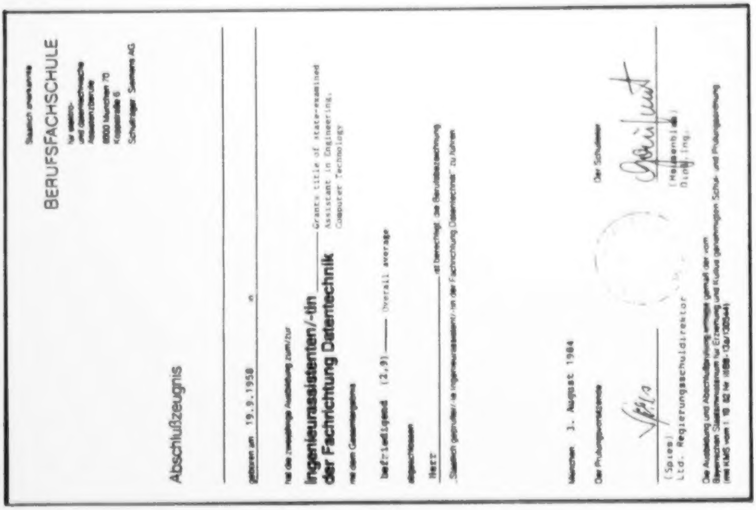
### ***Berufsaufbauschule* (Extended Vocational School)**

The *Berufsaufbauschule* is among those schools that provide a higher level of general and theoretical education and cater to students who have completed or are undergoing vocational training. They are seen as a middle ground between vocational and academic schools. In addition to career-oriented subjects, they offer chemistry, foreign language, geography, German, mathematics, physics, and social science. The minimum length of study is one year and totals 1,300 hours (full- or part-time for up to three years). The areas of specialization are agriculture, general commercial/industrial, home economics-nursing, industrial-technical, and social work. More than 20,000 students study at 380 extended vocational schools.

Students who complete the program are qualified for more advanced positions than graduates of other vocational schools. In addition, they hold a certificate equivalent to that from a *Realschule* (see discussion in Chapter 2) and are qualified to continue education at a *Fachschule* (advanced technical school), *Fachoberschule* (specialized or technical secondary school), or *Kolleg* (vocational academy).

### ***Fachoberschule* (Specialized or Technical Secondary School)**

The *Fachoberschule* is a relatively new phenomenon established in the late 1960s and currently enrolls more than 115,000 students in some 1,000 institutions. Completion of *Realschule* or its equivalent is required for entry (see Chapter 2 for details on the *Realschule*).



Staatlich anerkannte
BERUFSFACHSCHULE
für elektro- und datentechnische Assistenzberufe
8000 München 70
Koppstraße 6
Schulträger: Siemens AG

Abschlußzeugnis

geboren am 19.9.1958 in

hat die zweijährige Ausbildung zum/zur

**Ingenieurassistenten/-tin der Fachrichtung Datentechnik** — Grants title of state-examined Assistant in Engineering, Computer Technology

mit dem Gesamtergebnis

befriedigend (2,9) — Overall average

abgeschlossen

Herr ist berechtigt, die Berufsbezeichnung „Staatlich geprüfter/-te Ingenieurassistent/-tin der Fachrichtung Datentechnik" zu führen

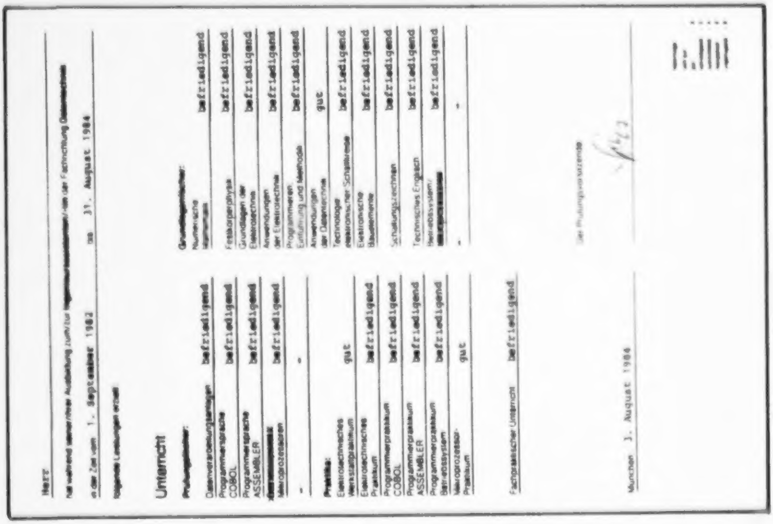
München, 3. August 1984

Der Prüfungsvorsitzende
(Spies)
Ltd. Regierungsschuldirektor

Der Schulleiter
(Heimenbl[illegible])
Dipl.-Ing.

Die Ausbildung und Abschlußprüfung erfolgte gemäß der vom Bayerischen Staatsministerium für Erziehung und Kultus genehmigten Schul- und Prüfungsordnung (mit KMS vom 1.10.82 Nr. III/8B-13a/130544)

3.2a. Cover of a Certificate of Completion from a *Berufsfachschule,* Showing Overall Average



Herr

hat während seiner/ihrer Ausbildung zum/zur Ingenieurassistenten/-tin der Fachrichtung Datentechnik

in der Zeit vom 1. September 1982 bis 31. August 1984

folgende Leistungen erzielt:

Unterricht

| | | | |
|---|---|---|---|
| **Prüfungsfächer:** | | **Grundlagenfächer:** | |
| Datenverarbeitungsanlagen | befriedigend | Numerische Mathematik | befriedigend |
| Programmiersprache COBOL | befriedigend | Festkörperphysik | befriedigend |
| Programmiersprache ASSEMBLER | befriedigend | Grundlagen der Elektrotechnik | befriedigend |
| [redacted] Mikroprozessoren | befriedigend | Anwendungen der Elektrotechnik | befriedigend |
| - | - | Programmieren Einführung und Methodik | befriedigend |
| **Praktika:** | | Anwendungen der Datentechnik | gut |
| Elektrotechnisches Werkstattpraktikum | gut | Technologie elektronischer Schaltkreise | befriedigend |
| Elektrotechnisches Praktikum | befriedigend | Elektronische Bauelemente | befriedigend |
| Programmierpraktikum COBOL | befriedigend | Schaltungszeichnen | befriedigend |
| Programmierpraktikum ASSEMBLER | befriedigend | Technisches Englisch | befriedigend |
| Programmierpraktikum Betriebssystem | befriedigend | Betriebssystem/ [redacted] | befriedigend |
| Mikroprozessor-Praktikum | gut | - | - |
| Fachpraktischer Unterricht | befriedigend | | |

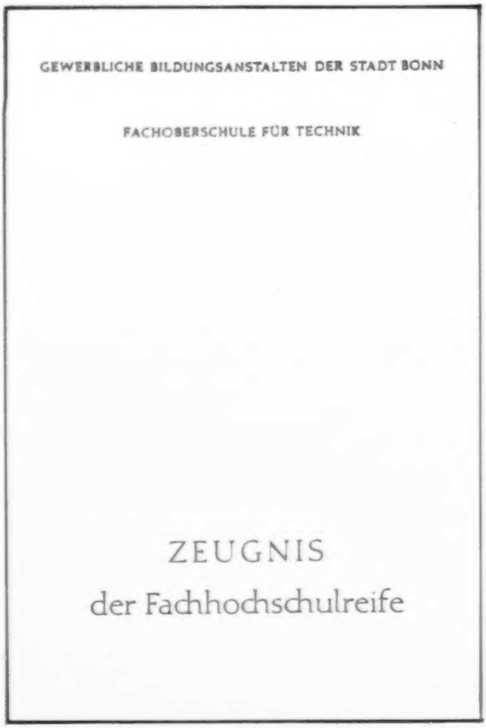
München, 3. August 1984

Der Prüfungsvorsitzende

3.2b. Page 2, Certificate of Completion from a *Berufsfachschule,* Showing Courses and Grades

*Realschule* graduates can complete grades 11 and 12 at a *Fachoberschule*; students who have completed prior vocational training may enter grade 12. Grade 11 provides practical training four days a week with an accompanying minimum of eight hours of class a week. Grade 12 consists of thirty hours of required classes a week in both general and career-oriented subjects. One foreign language, German, mathematics, natural science, physical education, and social studies are required courses and account for three-fifths of the coursework. Technical specializations offered are design, engineering, home economics, industry and administration, navigation, and social work.

Successful completion grants the student the *Fachoberschule Abschluss* (specialized or technical secondary school completion certificate), or the *Fachhochschulreife* (qualification for polytechnic university entry) which admits the student to a tertiary level of education, the *Fachhochschule* (polytechnic university) or *Gesamthochschule* (comprehensive university). See Chapter 4 for information on these institutions. Document 3.3 is an example of a vocational school (in this case, the *Fachoberschule für Technik*) issuing an academic document, the *Zeugnis der Fachhochschulreife*.

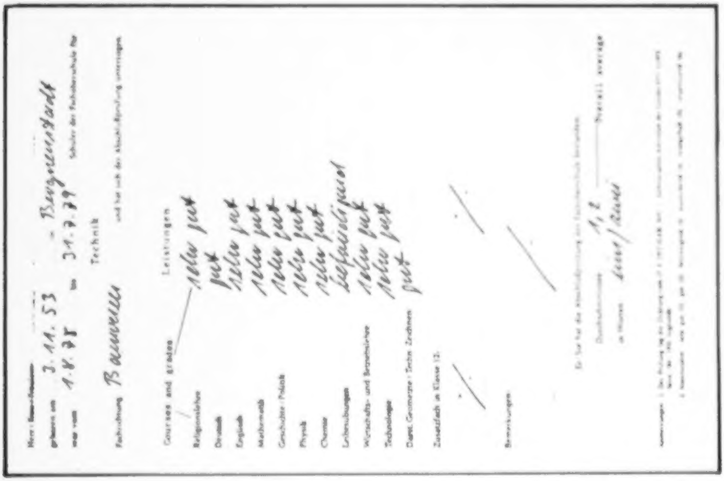


GEWERBLICHE BILDUNGSANSTALTEN DER STADT BONN

FACHOBERSCHULE FÜR TECHNIK

ZEUGNIS
der Fachhochschulreife

3.3a. Cover of a Certificate of Completion (*Fachhochschulreife*) from a *Fachoberschule*. An Example of a Vocational School Issuing an Academic Document.



Herr / ~~Frau / Fräulein~~

geboren am 3. 11. 53 in Bergneustadt

war vom 1. 8. 78 bis 31. 7. 79 Schüler der Fachoberschule für Technik

Fachrichtung Bauwesen und hat sich der Abschlußprüfung unterzogen.

Courses and grades

| | Leistungen |
|---|---|
| Religionslehre | sehr gut |
| Deutsch | gut |
| Englisch | sehr gut |
| Mathematik | sehr gut |
| Geschichte / Politik | sehr gut |
| Physik | sehr gut |
| Chemie | sehr gut |
| Leibesübungen | befriedigend |
| Wirtschafts- und Betriebslehre | sehr gut |
| Technologie | sehr gut |
| Darst. Geometrie / Techn. Zeichnen | gut |

Zusatzfach in Klasse 12:

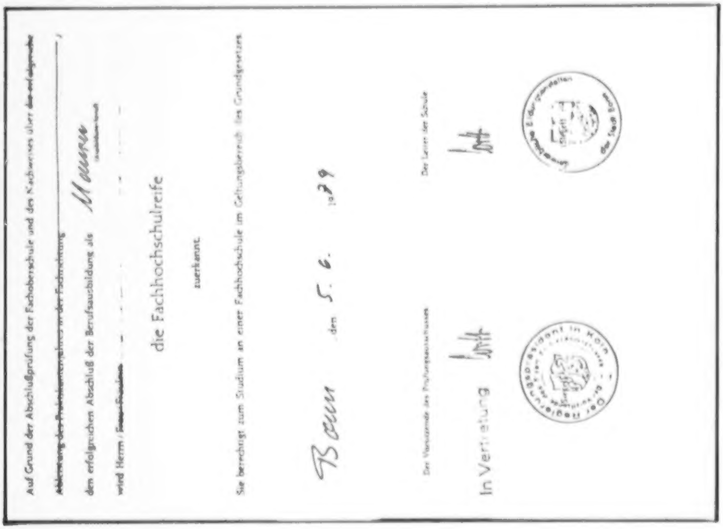
Bemerkungen:

Er/Sie hat die Abschlußprüfung der Fachoberschule bestanden.

Durchschnittsnote 1,2 Overall average

in Worten eins/zwei

3.3b. Page 2, *Fachhochschulreife*, Showing Courses, Grades, and Overall Average



Auf Grund der Abschlußprüfung der Fachoberschule und des Nachweises über ~~die erfolgreiche Ableistung des Praktikantenjahres in der Fachrichtung~~ ,

den erfolgreichen Abschluß der Berufsausbildung als Maurer (Ausbildungsberuf)

wird Herrn / ~~Frau / Fräulein~~

die Fachhochschulreife

zuerkannt.

Sie berechtigt zum Studium an einer Fachhochschule im Geltungsbereich des Grundgesetzes.

Bonn, den 5. 6. 1979

Der Vorsitzende des Prüfungsausschusses

In Vertretung

Der Leiter der Schule

Der Regierungspräsident in Köln

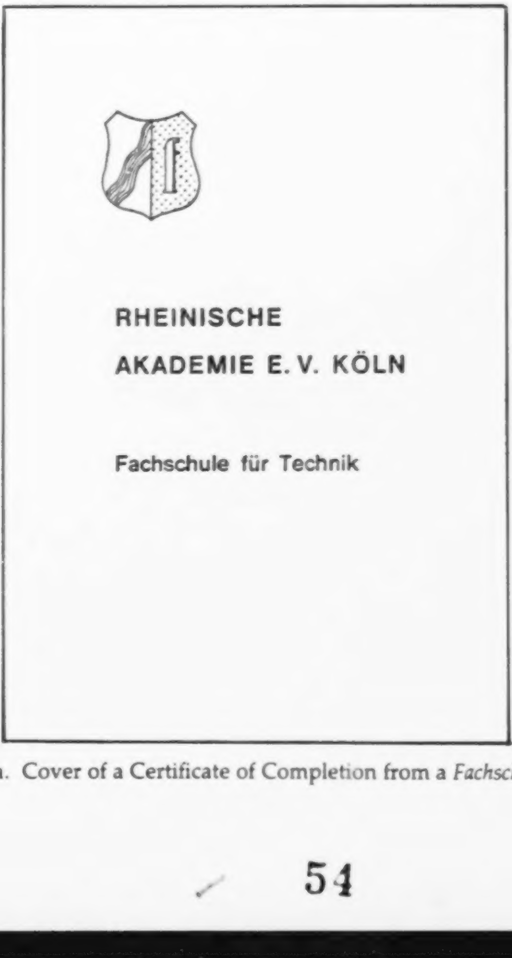
Gewerbliche Bildungsanstalten der Stadt Bonn

3.3c. Page 3, *Fachhochschulreife*

## *Fachschule* (Advanced Technical School)

The *Fachschule* offers the most advanced technical training in the realm of vocational education. It generally provides fulltime training (although there are some evening *Fachschulen* offering part-time courses) of one to three years and usually requires its students to have completed previous vocational education and or professional experience. It trains highly skilled technicians for middle-level positions of substantial responsibility in their field. Because of these *Fachschulen's* highly technical nature, and because the recent formation of the *Fachoberschule* provided access to upper-level schooling, students choosing the *Fachschule* usually seek a professional title, such as *Meister* from a *Meisterschule* or *Fachschule*, rather than further training. Document 3.4 is a sample *Fachschule* certificate from the examination for technicians.

Some of the more important types of advanced technical schools are the *Meisterschulen* (master craftsmen), *Technikerschulen* (technicians), *Fachschulen für Wirtschaft* (economics), *Fachschulen für Hauswirtschaft* (domestic science),

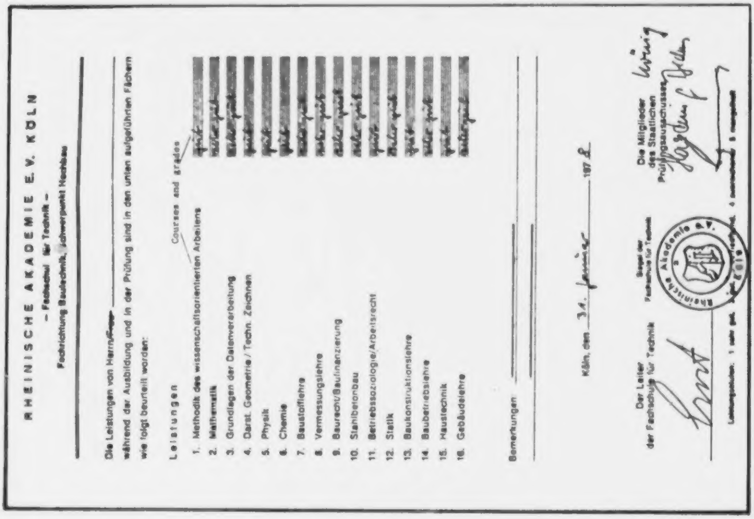


RHEINISCHE

AKADEMIE E. V. KÖLN

Fachschule für Technik

3.4a. Cover of a Certificate of Completion from a *Fachschule*



RHEINISCHE AKADEMIE E.V. KÖLN
– Fachschul für Technik –
Fachrichtung Bautechnik, Schwerpunkt Hochbau

Die Leistungen von Herrn/~~Frau~~ ____
während der Ausbildung und in der Prüfung sind in den unten aufgeführten Fächern wie folgt beurteilt worden:

Leistungen — Courses and grades

| | | |
|---|---|---|
| 1. | Methodik des wissenschaftsorientierten Arbeitens | gut |
| 2. | Mathematik | sehr gut |
| 3. | Grundlagen der Datenverarbeitung | sehr gut |
| 4. | Darst. Geometrie / Techn. Zeichnen | gut |
| 5. | Physik | gut |
| 6. | Chemie | gut |
| 7. | Baustofflehre | sehr gut |
| 8. | Vermessungslehre | sehr gut |
| 9. | Baurecht/Baufinanzierung | sehr gut |
| 10. | Stahlbetonbau | sehr gut |
| 11. | Betriebssoziologie/Arbeitsrecht | gut |
| 12. | Statik | sehr gut |
| 13. | Baukonstruktionslehre | gut |
| 14. | Baubetriebslehre | sehr gut |
| 15. | Haustechnik | gut |
| 16. | Gebäudelehre | sehr gut |

Bemerkungen: ____

Köln, den 31. Januar 1978

Der Leiter der Fachschule für Technik

Siegel der Fachschule für Technik

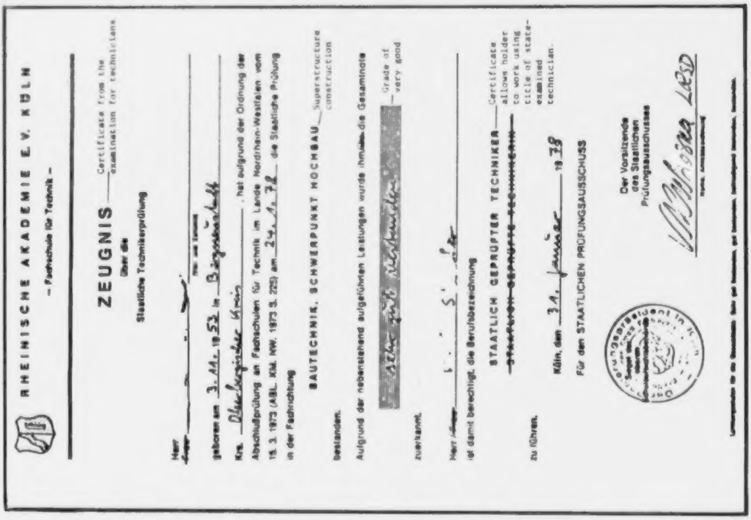
Rheinische Akademie e.V. Köln

Die Mitglieder des Staatlichen Prüfungsausschusses

König

Leistungsstufen: 1 sehr gut, 2 gut, 3 befriedigend, 4 ausreichend, 5 mangelhaft

3.4b. Page 2, Certificate of Completion from a *Fachschule*



RHEINISCHE AKADEMIE E.V. KÖLN
– Fachschule für Technik –

**ZEUGNIS** — Certificate from the examination for technicians
über die
Staatliche Technikerprüfung

Herr/~~Frau~~ ____
(Vor- und Zuname)

geboren am 3.11.1953 in Bergneustadt

Krs. Oberbergischer Kreis, hat aufgrund der Ordnung der Abschlußprüfung an Fachschulen für Technik im Lande Nordrhein-Westfalen vom 15. 3. 1973 (ABL. KM. NW. 1973 S. 225) am 24.1.78 die Staatliche Prüfung in der Fachrichtung

BAUTECHNIK, SCHWERPUNKT HOCHBAU — Superstructure construction

bestanden.

Aufgrund der nebenstehend aufgeführten Leistungen wurde ihm/~~ihr~~ die Gesamtnote

sehr gut bestanden — Grade of very good

zuerkannt.

Herr/~~Frau~~ ____
ist damit berechtigt, die Berufsbezeichnung

STAATLICH GEPRÜFTER TECHNIKER — Certificate allows holder to work using title of state-examined technician.
~~STAATLICH GEPRÜFTE TECHNIKERIN~~

zu führen.

Köln, den 31. Januar 1978

Für den STAATLICHEN PRÜFUNGSAUSSCHUSS

Siegel der oberen Schulaufsichtsbehörde

Der Vorsitzende des Staatlichen Prüfungsausschusses

LRSD
(Name, Amtsbezeichnung)

Leistungsstufen für die Gesamtnote: Sehr gut bestanden, gut bestanden, befriedigend bestanden, bestanden.

3.4c. Page 3, Certificate of Completion from a *Fachschule*, Granting the Occupational Title

*Fachschulen für Sozialpädagogik* (labor education), *Landwirtsschaftschulen* (agriculture), and *Höhere Landbauschulen* (advanced institutes of agriculture). More than 170,000 students train at over 3,000 *Fachschulen*.

## Special Forms of Vocational Education

The following forms of vocational education are offered on a limited basis and tend to be variations of the above schools.

The *Berufsoberschule* (upper vocational school) exists only in Baden-Württemberg and Bavaria. It requires completion of *Realschule* (see Chapter 2) plus vocational training or experience. Normally lasting two years fulltime, it offers general and specialized training and leads to the *Fachgebundene Hochschulreife* (restricted university entrance).

The *Fachakademie* (technical academy) is similar to the *Fachschule* (advanced technical school). The two-year program requires the completion of *Realschule* plus vocational training and experience. Its fulltime training leads to highly skilled employment.

The *Berufskolleg* (technical academy) requires *Realschule* completion. Its one- to three-year fulltime course leads to a vocational qualification. In some cases it can lead to the *Fachhochschulreife* (admission to *Fachhochschule* or polytechnic university).

The *Berufsakademie* (technical academy) is a somewhat controversial form of vocational education that was introduced in 1973 as "an alternative to university studies." It is defined by state law in Baden-Württemberg as equivalent to institutions of higher education, and its students are university-level students. Presently, there are eight *Berufsakademien* in Baden-Württemberg open only to holders of the *Abitur* for a course of training lasting three years. It is a "dual-system" approach applied to the upper echelon of employment training involving advanced theoretical coursework and practical training (experience). Because the intent of the program is to prepare students for employment, *Berufsakademie* students rarely seek further university training.

Students entering the *Berufsakademie* must obtain a contract from one of the participating firms in order to be admitted. The curriculum alternates twelve-week blocks of classes at a *Studienakademie* (study academy) with twelve-week blocks in the training company. The curriculum is developed by a committee whose members include both academics and representatives of the training companies. Faculty for the coursework segments include university lecturers, vocational instructors, and vocational practitioners.

Courses of study are presently available in business, engineering, and social affairs education. After a period of two years, trainees may earn such vocational qualification certificates as *Erzieher* (instructor), *Wirtschaftsassistent* (economic assistant) or *Ingenieurassistent* (engineering assistant). However, most *Berufsakademie* students continue an additional year to earn the qualifications of *Diplom-Ingenieur* (graduate engineer), *Diplom-Sozialpädagoge* (graduate social educator) or *Diplom-Betriebswirt* (graduate business economist). Each of these qualifying titles is followed by the word *Berufsakademie* to show clearly where the credential was earned.

Because *Berufsakademie* trainees currently enjoy very favorable placement prospects following graduation, this choice is becoming a very popular alternative to university study for *Abiturienten* in Baden-Württemberg. Industry is equally enthusiastic about the program. Since trainees have practical experience, they can assume management responsibilities without the costly breaking-in period or training programs required for university graduates.

The *Berufsakademie* will most likely continue to expand in Baden-Württemberg. The initial experiment involved fifty-one firms; now more than 1,500 are participating, offering training places for nearly 5,000 students. Even at this rate of expansion, the demand exceeds supply, with only one in fifteen applicants able to secure a place.

Although the *Berufsakademie* is a development limited mainly to the state of Baden-Württemberg, its expansion reflects a trend throughout Germany as *Abitur* holders choose vocational rather than academic paths of study in order to assure themselves of future employment. (Note: A few *Berufsakademien* operate also in the states of Hamburg and Schleswig-Holstein and issue certificates, but enjoy neither the popularity nor the official recognition that the *Berufsakademie* has gained in Baden-Württemberg.) In other states, highly selective *Berufsfachschulen* or *Fachschulen* perform the same role. Industry gains, of course, by increasing its proportion of highly trained personnel, but the increasing numbers of *Abitur* holders entering vocational rather than academic training will inevitably exert pressure on the less qualified in the training and employment sector.

## Nursing and Health Related Professions

Training for most health occupations falls in the vocational sphere in Germany. It is therefore considered upper secondary education and is usually regulated by law.

### Nursing

Students wishing to become nurses (*Krankenpfleger*) study for three years at a *Berufsfachschule* (fulltime vocational school). A federal law regulates the training for nurses, and all schools offering such training are recognized by the state and supervised by regional health authorities. Nursing students must be at least seventeen years old and must have completed ten years of general education.

The training for nurses includes approximately 1,600 hours of theoretical training and 3,000 hours of clinical training. Assessment of a student's work includes interim examinations during the theoretical training and written assessment by nursing supervisors during the clinical phases. The final examination is taken after completion of the three years of training and consists of written, oral, and practical parts. The examining board consists of a representative of the regional health authority, the director of the school of nursing, and a representative of the school's teaching staff.

The certificate is issued by the regional health authority, which is the body responsible for regulating education in all the health services professions. The certificate entitles the holder to the title *Krankenpfleger* (nurse), *Krankenschwester* (nurse), or *Kinderkrankenpfleger* (pediatric nurse). Training to become a pediatric nurse is separate but of the same duration as that for general nurses.

Further training is available for nurses, but such training is not regulated by the state. Most programs require that the nurse complete two to three years of practical work after nursing school, with at least six months in the specialty for which the nurse seeks the further training. These specialties take twelve to twenty-four months to complete and include administration, anesthesia, intensive care, psychiatry, and surgery.

Nursing assistants (*Krankenpflegerhelferin*) undergo training of one year which includes at least 300 hours of theoretical instruction. The training program for nursing assistants is also state regulated, and students must have completed grade 9 or 10 in order to enter the training.

### Physical Therapy

Students wishing to become physical therapists (*Krankengymnast*) undergo two years of training at a state-recognized vocational school (usually attached to a hospital) and then take a state examination. One year of practical training follows the state examination, after which the successful candidate earns the title *Krankengymnast*. The program requires completion of grade 10 for entry.

### Medical Technology and Paraprofessional Health Fields

The study of medical technology (*Medizintechnik*) falls in the vocational sphere of German education and lasts two years. Entry requirements vary but usually include either completion of *Realschule* or completion of *Hauptschule* (see Chapter 2) and vocational training. Such training takes place at a *Fachschule* (advanced technical school) or *Fachakademie* (technical academy) or *Berufsfachschule* (full-time vocational school) and is divided into various specialties. The two-year training leads to written, oral, and practical state examinations, the successful completion of which grants the vocational title *Staatlich geprüfter Techniker, Fachrichtung Medizintechnik* (state-examined technician, medical technology area).

Vocational training exists for other paraprofessional health fields, leading to *Arzthelfer* (medical assistant), *Diätassistent* (dietary cook), *Zahnarzthelferin* (dental assistant). The two-year programs require for admission the completion of grade 9 or 10 and vocational training.

# Chapter 4

# Higher Education

## Introduction—A System in Transition

The oldest universities in Germany were founded at Heidelberg in 1386 and in Cologne in 1388. At the classic university, a small community of scholars (less than 5% of the population) studied a limited number of academic disciplines under the tutelage of an elite group of professors. Today, hundreds of institutions of higher learning provide varied choices to an ever-increasing number of students pursuing advanced knowledge. Germany's system of higher education, while it retains remnants of its classical form, has undergone a radical change.

For years the university system was uniform and exclusive. The faculties of Economics, Law, Medicine, Natural Sciences and Mathematics, Philosophy, and Theology constituted the university community. Any other discipline was technical or vocational, not the business of academe.

The university operated under the direction of the full professors (*Ordinarien*) and under the influence of Humboldt's ideal of research and teaching (*Forschung und Lehre*). That research comes literally before teaching in this motto marks an important principle that persists today: research is the activity that defines the university. Historically, the professor conducted research; the student learned by virtue of that research. Above all, the pursuit of knowledge, whether it was research by the professor or learning by the student, was conducted solely for its own sake.

Another classical principle underlying the modern system of higher education is academic freedom. *Lehrfreiheit und Lernfreiheit* means not only the freedom to teach but also the freedom to learn. It guarantees the professors the freedom to teach their subjects without interruption from outside influences. In addition, it allows students to learn at their own pace, without interference. Consequently, once admitted to the university, students are part of a community of scholars and not bound by attendance regulations, performance in class, or final examinations. The sole indication of progress is the ultimate examination they take for their degree; they proceed at their own pace and in their own way, attending lectures they find useful (often at several institutions), and entering discussions with their professor/mentor as needed. By U.S. standards, this tutorial system insured academic freedom but lacked accountability. Some of the accompanying difficulties persist today: lack of transcripts per se and grades, difficulty in assessing credit hours, few specific requirements for graduation, inadequate (nonexistent) measures of satisfactory progress toward the degree, and a thorough lack of standardization from one institution to another.

The classical model has given way to recent reform with several important results. Postwar policy favored education in preparation for a career and education for a wider section of the population. The postwar baby boom increased the population and also affected all levels of education. Coupled with increased access to the *Gymnasium* (general secondary school, grades 5 to 13), this population increase led to explosive expansion of higher education facilities. The classical university is now only one of a variety of institutions of higher learning.

Similarly, the control of the universities has diffused. The control of the full professors (*Ordinarien*) has given way to a representative system (*Gruppenuniversität* or group university) which grants a voice to assistants and students as well.

The rapid expansion of higher education has also brought changes to the pattern of study. The student population now numbers more than 1,400,000 and has quadrupled in the last twenty years; consequently, the professors can hardly act as individual mentors, monitoring each student's progress. One result is that while regulations still differ widely, making generalizations extremely unreliable, courses of study now approach a standardization that would not have been possible in the past. From one institution serving the elite individual, the university has developed into a variety of institutions, organized under a common framework and offering varied training to a diverse population.

## Demographics and Higher Education

Much of the change in the higher education system is a result of demographics. The postwar baby boom necessitated rapid expansion of educational facilities with some dramatic results. Since 1965, the number of students in higher education has quadrupled, the number of faculty has doubled, nearly thirty new universities and close to 200 new *Fachhochschulen* (polytechnic universities) have been established, and the annual expenditure for higher education has increased almost five-fold.

The peak student population (*Studentenberg*, literally "mountain of students") years will be the late 1980s; consequently, until the early 1990s higher education in Germany will be marked by overcrowding. As a result, students will be unable to complete degrees in normal time periods due to inadequate facilities and materials. Such overcrowding has already led to the imposition of quotas (*numerus clausus*) in various high-demand study areas like architecture, medicine, and pharmacy (and even at some of the polytechnic universities).

After 1990, another demographic trend will affect higher education. The school age population will rapidly decrease due to advanced methods of birth control (the *Pillenknick*, or population decline due to the pill). Until well past the year 2000, institutions of higher education will experience a sharp decline in student populations, even sharper than that now occurring in the United States. This population decline will no doubt lead to competition among universities, an idea which is already hotly debated in political circles. Since institutions of higher education are for the most part state-funded, and since tenured faculty are guaranteed their salaries for life, the economic effects of the population decline will also be profound. Clearly, the postwar transition of Germany's system of higher education will continue into the next century.

## Control

Under Germany's constitution (*Grundgesetz*), the federal parliament has the power to legislate general guidelines for higher education, but the responsibility for administering educational institutions lies with the states. The states have autonomy in determining the structure of the institutions, in making financial decisions, and in administering examinations for professional qualifications. Thus, higher education is state controlled under federal guidelines. Most institutions are publicly funded and free; they operate independently according to their own constitutions. Tenured faculty are civil servants with lifetime job security.

Several organizations formulate and oversee educational policy, linking and coordinating federal and state authority. Through joint planning and coordination, these organizations pursue the common purpose of harmonizing structures, institutions, curricula, and degrees. Thus, even though there exists no central decision-making body, a measure of uniformity is achieved in educational matters.

The Bund-Länder Kommission für Bildungsplanung und Forschungsförderung, or BLK (Federal-State Commission for Educational Planning and Promotion of Research), founded in 1970, is an instrument for educational planning at all levels of education. It consists of eleven representatives of the state ministries of education and seven representatives of the federal government. The seven federal representatives share eleven votes. Decisions must carry by three-fourths of the twenty-two votes. The BLK functions as the forum on all issues regarding education and the promotion of research that affect both the federal government and the states.

The Ständige Konferenz der Kultusminister der Länder, or KMK (Standing Conference of the State Ministers of Education), has been in existence since 1948 and, like the BLK, deals with education at all levels. Instead of mediating between state and federal bodies, the KMK facilitates cooperation among the states.

The Westdeutsche Rektoren Konferenz, or WRK (West German Rectors Conference), is the voice of academics. It is composed of one member from each university and acts in an advisory capacity.

## Higher Education Legislation

The Framework Law for Higher Education (Hochschulrahmengesetz, or HRG) was enacted in 1976 by the federal parliament and provides general legislative guidelines for higher education. It contains general principles for the organization of institutions, personnel structure, admission procedures and standardization of qualifications, and it requires that similar legislation be passed by the states within three years. Debated for five years before its passage, the HRG represents an important development in educational policy because it departs from the principle of state autonomy and introduces a spirit of federalism in an area previously the domain of the individual states. More importantly, it has led to greater standardization with regard to programs of study at tertiary institutions and the qualifications they grant. Major provisions of the HRG include:

1. Defining institutions of higher education and their functions in teaching, research, study, and preparation for a career.
2. Reforming higher educational programs and examinations.
3. Establishing principles for the central federal agency (Zentralstelle für die Vergabe von Studienplätzen, or ZVS) in Dortmund to determine admissions in subjects that have enrollment restrictions.
4. Standardizing university administration and defining each level's decision-making role.
5. Designating the individual academic department (*Fachbereich*) as the primary unit of organization within the university.

While the HRG suggests a substantial level of standardization for programs and administration in higher education, the institutions and their faculties in fact still enjoy autonomy in enough important areas to defy standardization. Despite the HRG and state control of education, the universities are independent operations. Essential academic issues are strictly regulated, but they are regulated by the individual faculties of each institution. Consequently, degree requirements, policies, and curricular content in all but the few federally-regulated programs (such as law, teaching, and medicine) differ every bit as much as they do in the various institutions in the United States.

## Access to Higher Education

Access to higher education, because it is a matter covered by legislation, is one of the few areas in which there can be said to be some standardization. Access has also been a major focus of educational reform; consequently, the traditional path to the university is no longer the only path. Three basic qualifications admit students to institutions of higher education.

—*Zeugnis der Allgemeinen Hochschulreife* or *Abitur* (general qualification for university entrance),

—*Zeugnis der Fachgebundenen Hochschulreife* (restricted subject qualification for university entrance),
—*Zeugnis der Fachhochschulreife* (qualification for polytechnic university entrance).

*Zeugnis der Allgemeinen Hochschulreife* or *Abitur* (General Qualification)

This qualification allows entry to all institutions of higher education. (Music and art schools may require an additional demonstration of talent.) It usually represents successful completion of thirteen years at a *Gymnasium* culminating in the *Abitur* examinations in four subjects. See Chapter 2 for more information on the *Abitur*.

*Zeugnis der Fachgebundenen Hochschulreife* (Restricted Subject Qualification)

This qualification allows entry to limited areas of study at institutions of higher education. At some forms of the *Gymnasium*, vocational or technical courses are taught in grades 11-13 instead of a second foreign language. The *fachgebundene Hochschulreife* may become an *allgemeine Hochschulreife* if the student passes an additional examination in a second foreign language. In some states, these specialized *Gymnasien* grant the general certificate even without the second foreign language, but this general certificate is not necessarily accepted by other states.

*Zeugnis der Fachhochschulreife* (Qualification for Polytechnic University Entrance)

This qualification grants admission to the *Fachhochschule* and is awarded upon completion of grade 12 at a *Fachoberschule* (specialized or technical secondary school). Normally, it represents successful written and oral examinations in German, mathematics, one foreign language, and one technical subject. In Baden-Württemberg and Schleswig-Holstein, students also earn the *Fachhochschulreife* upon completion of grade 12 of a technical *Gymnasium*.

In addition to the three routes to higher education, there are other paths students may follow. Educational reform has included attempts to make university entrance available to those not holding one of the traditional qualifications. The *zweite Bildungsweg* (second route to education) includes night schools (*Abendgymnasien*) and other institutions such as the *Kolleg* which offer courses of study leading to the *Abitur*. Another laborious route to the university is through the entire technical school hierarchy; graduates of the *Fachhochschule* are eligible to enter the university. Finally, there are other special provisions allowing talented adults who do not hold the *Abitur* to be considered for university entrance.

### *Numerus Clausus* (Restricted Entry)

Holders of the *Zeugnis der Allgemeinen Hochschulreife* (*Abitur*) are entitled **by law** to university admission. Traditionally, they could begin their studies wherever they pleased and whatever subject they pleased for as long as they pleased. Despite the vast expansion of the higher educational system, the demand for study places in some subjects has far outnumbered the available study places and has necessitated a quota system for allotting available spaces. While U.S. students are accustomed to competitive selection processes for admission to desirable schools or fields, the notion is highly controversial in Germany because it challenges the legislated status of the *Abitur* as the certificate **entitling** students to begin academic study in any chosen area. (See Chapter 2 for a discussion of the *Abitur*.)

*Numerus clausus*, the quota system for restricted entry to oversubscribed study places, was instituted in 1972 and is administered nationally in Dortmund by a central agency, the ZVS. In *numerus clausus* disciplines, students apply directly to the ZVS rather than to the individual institution.

*Numerus clausus* takes three forms, two of which are administered nationally:

—*numerus clausus* disciplines subject to national **selection.** These disciplines have more candidates nationally than there are study places. The ZVS in these cases both selects and distributes the study places, assigning successful applicants to a particular university. Disciplines subject to *numerus clausus* selection are further divided into two groups. The most selective disciplines (dentistry, medicine, pharmacy, psychology, and veterinary medicine) have special selection procedures which include entrance tests, interviews, and, in some cases, the evaluation by faculty members from the disciplines themselves. A less complicated method selects candidates for a second group of oversubscribed disciplines (agriculture, architecture, biology, geodesy/surveying, nutrition). For each of these disciplines, 12% of the study places are reserved for legally-defined hardship cases and 7% for professions of special public interest, transfer students from the *Fachhochschulen* and extension/transfer students, and 6% for foreign students. Placement in the remaining study slots is determined on the basis of the *Abitur* test averages and waiting period, i.e., the number of times the candidate has previously applied.

—*numerus clausus* disciplines subject to national **distribution.** Total applications for these study places do not exceed the number of available places, but the ZVS assigns students to assure national distribution. Students are guaranteed a study place but may be assigned to a university other than the institution of their preference. Eleven disciplines are subject to distributive procedures as are several specific areas of teacher training. The allocation is similar to the selective disciplines except that 6% to 10% of the places are reserved for beginning foreign students.

—*numerus clausus* disciplines dictated by local conditions in a given area. These cases are decided locally, and do not go through the ZVS. Some *Fachhochschule* (polytechnic university) disciplines apply local *numerus clausus* criteria for admission.

*Numerus clausus* is a result of increased population, with the *Studentenberg*, or peak of student population, having occurred around 1985. Predictions are that *numerus clausus*, which is applied now to a minority of academic disciplines, will cease to exist as student populations decline. Nonetheless, it has introduced elements of selection into the higher educational system (specifically entrance tests and interviews) that may have long-lasting effects on future procedures.

## Institutions of Higher Education

The HRG is useful in defining absolutely the institutions which are considered in the realm of higher education. These include universities (*Universitäten, Wissenschaftliche Hochschulen*), technical universities (*Technische Universitäten, Technische Hochschulen*), teacher training colleges (*Pädagogische Hochschulen*), music and art schools (*Musikhochschulen, Kunsthochschulen*), polytechnic universities (*Fachhochschulen*), and comprehensive universities (*Gesamthochschulen*). Specialized institutions such as the medical colleges, the universities of the army, the theological colleges, and the sports college are also included in the tertiary sphere. Because these institutions are defined by law, there is no question of "accreditation" of institutions in Germany.

### Universities and Technical Universities (*Universitäten, Technische Universitäten*)

The universities were the original seats of higher education. *Wissenschaftliche Hochschule* (literally, scientific higher school) denotes university-level education in Germany. (Note: In most contexts, *Hochschule* and *Universität* are comparable terms and do not suggest a qualitative difference.) Until the twentieth century, only the universities truly embodied this ideal of scientific/scholarly research. With educational reform has come a blurring of the distinction between theoretical and applied knowledge and the expansion of the term *Hochschule*, but the university, with its ability to grant the doctorate, is still regarded as the center of theoretical knowledge and scholarly research.

The classic universities such as the ones in Bonn, Cologne, Frankfurt, Heidelberg, Munich, and Tübingen offered the five to seven broad scholarly disciplines to train future scientists and scholars. (In fact, as of 1982, the nineteen traditional universities still offered 80% of the complete range of subjects.) It was not until the nineteenth century that subjects such as agriculture, business administration, and engineering found their way into university curricula. Along with an expansion of curricula has come a rapid expansion of institutions. The "new" universities represent an attempt to "regionalize" higher education; they have brought higher educational opportunities to areas (some of them highly populated) where previously there were none. Among the new institutions are the universities at Bochum and Regensburg (1962); Konstanz (1966); Dortmund (1968); Augsburg (1969); Bielefeld (1969); Bremen, Osnabrück, Trier, and Kassel (1970); Bayreuth, Essen, and Passau (1972); and Oldenburg (1974).

Not all of the universities offer all the same disciplines. Since they are all independent organizations financed by the states, curricula at individual institutions vary from faculty to faculty and may depend on such nonacademic factors as the political disposition of the state and the age or philosophy of the tenured professors. See Table 4.1 for a list of university disciplines and first degree examinations.

The seven technical universities (*Technische Universitäten*) developed for the most part at the beginning of the twentieth century in response to the demand for technological research and training. Their curricula still emphasize natural science and technology.

## STRUCTURE AND ORGANIZATION

While much of the structure of German education seems remarkably uniform by U.S. standards, reform has progressed at various paces, resulting in greatly varying structures in individual institutions. Large issues are defined by federal law in the HRG, but the details worked out at the local level vary enormously.

Traditionally, the university was ruled by the full professors (*Ordinarien*) who made up less than 5% of the teaching staff. The *Ordinarien* determined curriculum as well as hiring practices for junior staff; their rule was absolute. A main aspect of reform is the transformation of this structure into the *Gruppenuniversität* or group university, with participation in governance by faculty, assistants, and students. The individual professor is still more important to the students' academic life than in U.S. universities but is no longer the absolute authority of university rule.

Institutions of higher education normally have either a *Rektor* or *Präsident* as head. The *Rektor* is a professor elected by the body of professors to serve a one- to three-year appointment; a *Präsident* serves a longer term and is not necessarily an academic.

Traditionally, the *Fakultät* was the academic unit roughly corresponding to the U.S. school or division. With academic reform, the movement has been to a smaller, more flexible and less centralized academic unit, the *Fachbereich*, which may resemble the *Fakultät* in size or may combine only some related subjects under one unit. It corresponds roughly to an academic department in U.S. institutions. Both forms still exist, and, in most cases, both are headed by a *Dekan*, who is elected from among the professors. Smaller academic units, which in most cases are subsets of a *Fachbereich*, may bear the title *Institut* or *Seminar* and have their own *Direktor* as head.

**Table 4.1. University Disciplines and Degree Examinations**

|  |  | TH Aachen | U Augsburg | U Bamberg | U Bayreuth | FU Berlin | TU Berlin | U Bielefeld | U Bochum | U Bonn | TU Braunschweig | U Bremen | TU Clausthal | TH Darmstadt | U Dortmund | U/GH Duisburg | U Düsseldorf | KU Eichstätt | U Erlangen-Nbg | U/GH Essen | U Frankfurt | U Freiburg | U Gießen | U Göttingen | FernU/GH Hagen |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Admin. Studies/Public Admin. | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ● |  |  |  |  |  |  |
| Aeronautics/Aviation Technology | D |  |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **African Studies** | M |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Agricultural Sciences | D |  |  |  |  |  | ● |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  | ● | ● |  |
| **Agricultural Biology** | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Language and Literature | M |  |  | ● |  | ● |  |  |  |  |  |  |  |  |  |  |  | ● | ● |  | ● |  |  |  |  |
| **Ancient American Studies** | M |  |  |  |  | ● |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Latin American Studies | M |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Archaeology** | M |  | ● | ● |  | ● |  |  | ● | ● |  |  |  |  |  |  |  |  | ● |  | ● | ● | ● | ● |  |
| Architecture | D | ● |  |  |  |  | ● |  |  |  | ● |  |  | ● | ● |  |  |  |  | ● |  |  |  |  |  |
| **Astronomy** | D |  |  |  |  |  |  |  | ● |  |  |  |  |  |  |  |  |  | ● |  |  |  |  | ● |  |
| Balcan Studies | M |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Baltic Philology** | M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Biochemistry | D |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Biology** | D | ● |  |  | ● | ● |  | ● | ● | ● | ● | ● |  | ● |  |  | ● |  | ● |  | ● | ● | ● | ● |  |
|  | M |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Brewing/Drinks Technology** | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business Administration | D |  | ● | ● | ● | ● | ● | ● |  |  |  |  |  |  |  |  |  |  | ● |  | ● |  |  | ● |  |
|  | M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Byzantine Studies | M |  |  |  |  | ● |  |  | ● | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Celtic Studies** | M |  |  |  |  |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cent. Asian Ling. a. Cult. Stud. | M |  |  |  |  |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Chemical Engineering** | D |  |  |  |  |  | ● |  |  |  |  |  | ● |  | ● |  |  |  | ● |  |  |  |  |  |  |
| Chemistry | D | ● |  |  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  | ● |  | ● |  | ● | ● | ● | ● |  |
| **Civil Engineering** | D | ● |  |  |  |  | ● |  | ● |  | ● |  |  | ● | ● |  |  |  |  |  |  |  |  |  |  |
| Build. Techn. and Constr. Econ. | D |  |  |  |  |  |  |  |  |  |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |
| **Classical Philology** | M |  | ● | ● |  | ● | ● | ● | ● | ● |  |  |  |  |  |  | ● | ● | ● |  | ● | ● | ● | ● |  |
| Middle Latin Philology | M |  |  |  |  | ● |  |  |  | ● |  |  |  |  |  |  |  |  | ● |  |  | ● |  | ● |  |
| **Communication Studies** | M |  |  | ● |  |  | ● |  |  | ● |  |  |  |  |  |  |  |  |  | ● |  |  |  |  |  |
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| **Computer Applications in Econ.** | D |  |  | ● |  |  |  |  |  |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |
| Computer Science | D | ● |  |  |  |  | ● |  |  | ● | ● | ● |  | ● | ● |  |  |  | ● |  | ● |  |  |  | ● |
| **Computer Appl. in Medicine** | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dentistry | St |  |  |  |  | ● |  |  |  | ● |  |  |  |  |  |  | ● |  | ● |  | ● | ● | ● | ● |  |
| **Documentation Science** | M |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Drama | M |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  | ● |  |  |  |  |  |  |
| **East, South East Asian Studies** | M |  |  |  |  | ● |  |  | ● | ● |  |  |  |  |  |  |  |  |  |  | ● | ● |  |  |  |
| Economics | D |  | ● | ● | ● | ● | ● | ● |  | ● |  |  |  |  |  |  |  |  | ● |  | ● | ● |  | ● |  |
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| **Economics of Education** | M |  |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Egyptology** | M |  |  |  |  |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  | ● |  |
| Electrical Engineering | D | ● |  |  |  |  | ● |  | ● |  | ● | ● |  | ● | ● |  |  |  | ● |  |  |  |  |  |  |
| **Engineering Physics** | D |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language and Literature | M | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  |  |  |  |  | ● | ● | ● | ● | ● | ● | ● | ● |  |
| **Environmental Technology** | D |  |  |  |  |  | ● |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethnology | M |  |  |  | ● | ● |  |  |  | ● |  |  |  |  |  |  |  |  |  |  | ● | ● |  | ● |  |
| **Fine Art Education** | M |  | ● | ● |  |  |  |  |  |  |  |  |  |  |  |  |  | ● |  |  |  |  |  |  |  |

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| Finno-Ugric Studies | M | | | | | | | | | | | | | | | | | | | | | | | ● | |
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| Food Chemistry | St | | | | | | ● | | | ● | ● | | | | | | | | ● | | ● | | | | |
| Food Technology | D | | | | | | ● | | | | | | | | | | | | | | | | | | |
| Forestry | D | | | | | | | | | | | | | | | | | | | | | ● | | ● | |
| Wood Industry | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Fuel Engineering | D | ● | | | | | | | | | | | | | | | | | | | | | | | |
| General/Comparative Literature | M | | | ● | | ● | | | | ● | | | | ● | | | | | | ● | | | | | |
| Geology/Palaeontology | D | ● | | | | ● | ● | | ● | ● | ● | | ● | ● | | | | | ● | | ● | ● | ● | ● | |
| Geography | D | | ● | ● | ● | ● | | | ● | ● | ● | | | | | | | | | | ● | ● | ● | ● | |
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| Economic Geography | D | | | | | | | | | | | | | | | | | | | | | | | | |
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| Historical Geography | M | | | | | | | | | ● | | | | | | | | | | | | | | | |
| Geophysics | D | | | | | ● | ● | | ● | | ● | | ● | | | | | | | | ● | | | | |
| German Language and Literature | M | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | | | ● | ● | ● | ● | ● | ● | ● | ● | |
| Dutch Philology | M | | | | | ● | | | | ● | | | | | | | | | | | | | | | |
| History | M | ● | ● | ● | | ● | ● | ● | ● | ● | ● | | | ● | | | ● | ● | ● | | ● | ● | ● | ● | |
| East, South European History | M | | | | | ● | | | | ● | | | | | | | | | ● | | ● | ● | | ● | |
| History of the Exact Sciences | M | | | | | | ● | | | | | | | | | | | | | | | | | | |
| Prehistory/Ancient History | M | | | | | ● | | | ● | ● | | | | | | | | | ● | | ● | ● | ● | ● | |
| History of Art | M | ● | ● | ● | | ● | ● | | ● | ● | ● | | | | | | | ● | ● | | ● | ● | ● | ● | |
| Home Economics and Nutrition | D | | | | | | | | | ● | | | | | | | | | | | | | ● | | |
| Horticulture | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Indian Studies | M | | | | | ● | | | | ● | | | | | | | | | ● | | | ● | | ● | |
| Industrial Engineering | D | | | | | | ● | | | | | | | | | | | | | | | | | | |
| Interpreting/Translating | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Specialized Translating | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Iranian Studies | M | | | | | | | | | | | | | | | | | | | | | | | ● | |
| Islamic Studies | M | | | | | | | | | ● | | | | | | | | | | | | | | ● | |
| Japanese Studies | M | | | | | | | | | ● | | | | | | | | | | | | | | | |
| Jewish Studies | M | | | | | ● | | | | | | | | | | | | | | | ● | ● | | | |
| Journalism | D | | | ● | | | | | | | | | | | ● | | | ● | | | | | | | |
| Landscape Maintenance and Arch. | D | | | | | | | | | | | | | | | | | | | ● | | | | | |
| Landscape Planning | D | | | | | | ● | | | | | | | | | | | | | | | | | | |
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| Library Science | M | | | | | | | | | | | | | | | | | | ● | | | | | | |
| Limnology | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Linguistics | M | ● | ● | ● | | | ● | ● | ● | ● | | | | | | | ● | | ● | | | ● | ● | ● | |
| Marine Engineering/Naval Arch. | D | | | | | | ● | | | | | | | | | | | | | | | | | | |
| Materials Science | D | | | | | | ● | | | | | | ● | | | | | | ● | | | | | | |
| Mathematics | D | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | ● | | ● | ● | ● | ● | |
| Mathematics in Economics | D | | ● | | | | | | | | | | | | | | | | | | | | | | |
| Mechanical Engineering | D | ● | | | | | ● | | ● | | ● | | ● | ● | ● | | | | | | | | | | |
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| Metallurgical Engineering | D | ● | | | | | ● | | | | | | ● | | | | | | | | | | | | |
| Metallurgy | D | | | | | | | | | | | | ● | | | | | | | | | | | | |
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| Social Sciences/Social Studies | D | | | | | | | | ● | | | ● | | | | | | | ● | | | | | ● | |
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SOURCE: Reprinted with permission from Deutscher Akademischer Austauschdienst (DAAD).

Abbreviations: D = *Diplom*, M = *Magister Artium*, St = state examination, F = faculty examination

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*(Fakultätsexamen)*, Th = 1st theological examination, Li = faculty examination *(Lizentiatenprüfung)*, Ki = final examination, theology *(Kirchliche Abschlussprüfung)*.

## FACULTY RANKS

Four ranks of fulltime faculty are designated in the HRG, making faculty ranks uniform in all institutions of higher education. The HRG not only delineates the ranks of fulltime faculty; it designates qualifications and duties as well. Generally, only the *Professoren* enjoy permanent civil servant status. In descending order of status, the ranks are as follows.

—*Professoren* (professors) are the faculty members who independently conduct teaching and research and who guide the teaching and research of the lesser faculty ranks.

—*Hochschulassistenten* (higher education assistants) conduct teaching and research under the guidance of the *Professoren*. Usually they have completed the doctorate, are working on their *Habilitation* (scholarly research), and, upon completion, can expect to move to a professorial appointment. Assistants are usually appointed for five years. One-half of their time is devoted to their own research. A two-year extension of their appointment is possible if they need additional time to complete research and/or obtain a suitable permanent appointment.

—*Wissenschaftliche* and *künstlerische Mitarbeiter* (educational or artistic associates) teach practical skills and technical methods in science or arts institutions on a contractual basis.

—*Lehrkrafte für besondere Aufgaben* (teaching staff for special tasks) teach courses (typically foreign languages) and perform academic duties that do not require professorial qualifications.

## STUDENT LIFE

The German student experiences little of the social atmosphere prevalent at U.S. universities. Structured activities for the most part are academic or political, and many of the universities do not have centralized campuses. Perhaps one reason for this phenomenon is that German university students generally are older than their U.S. counterparts. Their secondary education has lasted thirteen years (with many students taking more than thirteen years for completion), and, for male students, their obligatory military service of fifteen months (or twenty months for those who choose alternative service) usually precedes university attendance. A final contributing factor is that university studies usually last longer than the four- to five-year minimum duration. Thus, most university students are over twenty-one years old, and 28% are over twenty-five.

Student services are the responsibility of the *Studentenwerk*, a federally-funded organization that oversees student housing, meal services, and financial aid.

Most students live away from the university in private housing or with their parents. The *Studentenwerk* has established subsidized student housing at the various universities for approximately 10% of the student population. This housing usually consists of rooms or apartments and does not include meal service. However, another responsibility of the *Studentenwerk* is the *Mensa*, which for the German university is roughly equivalent to the student union. The *Mensa* offers low cost meals (subsidized by the *Studentenwerk*) and usually also provides limited recreational facilities, or at least a gathering place for students.

Financial assistance is a relatively new phenomenon in German education. Coursework is free at German universities, but a system of grants and loans was instituted in 1971 so that college attendance would not be dependent on the parents' ability to maintain the student during university attendance. The Federal Education Promotion Act (Bundesausbildungsförderungsgesetz or BAFöG) was revised in the early 1980s to provide only loan assistance. The loans are interest free and may be repaid over a period of twenty years after graduation. Assistance is dependent on family income and is usually available for a limited duration of study (usually ten semesters). More than 30% of the university students receive BAFöG assistance.

## CALENDAR

The academic year is divided into two semesters, the first from October 1 until March 31 and the second from April 1 until September 30. In practice, classes begin around the end of October and end in late February with two or three weeks of Christmas vacation. They begin again in late April and end in late July. There are no classes for about twenty weeks of the academic year, but during these periods students are expected to be engaged in independent research, reading, review, and (in some disciplines) practical training.

## COURSEWORK

Students register for coursework. The cumulative record of the coursework for which they have registered is called the *Studienbuch* (student record book). The *Studienbuch* documents registration for—not necessarily completion of—coursework.

The following types of courses are offered:

—Lectures (*Vorlesungen*) offer a foundation of knowledge about a subject. Since basic lectures are a requirement of virtually all courses of study, professors offer basic cycles of lectures periodically so that students may include them in their studies. Generally, lectures are open to all students whether they are beginning or advanced. The course schedule published each semester by each university designates which are advanced lectures or lectures on special topics and which are general surveys.

Registration for lectures rarely requires **(nor documents)** participation, written performance, or even attendance on the part of the student. In addition to lectures specific to individual course studies, faculty also offer lectures of general interest to the academic community at large. These lectures may be of interdisciplinary interest or may be on specific areas related to a student's discipline. They are designed to allow the students to investigate areas outside their prescribed curricula and are frequently presented by faculty from various disciplines.

—Study Groups or Tutorials are optional components of lectures and augment lectures in two ways. They offer clarification and discussion of lecture material and an opportunity to investigate specific aspects of the subject under the direction of assistants or advanced students. Since lectures may have up to 1,000 attending, the study group allows the student an opportunity for discussion and interaction. Students may also demonstrate performance at the end of a lecture course by taking a test in the study group.

—Exercise Classes (*Übungen*), Seminars (*Seminare*) and Practicals (*Praktika*) all require student participation and emphasize interaction between the student and professor. They all require advance registration and are designed to provide students with an evaluation of their achievements. The evaluation may be based on oral reports, written papers, laboratory exercises, or written examinations (*Klausur*). Certificates providing evidence of participation and achievement are called *Scheine* (a *Seminarschein*, an *Übungsschein*, or a *Laborschein*). *Scheine* are the closest thing to either grade reports or transcripts in the German system.

Exercise classes (*Übungen*) vary according to the discipline but provide supervised exercise in essential areas of the subject. Attendance is required. In order to earn a certificate of participation and achievement (*Schein*), students usually must pass a final written examination (*Klausur*).

Seminars (*Seminare*) are offered at several levels and emphasize independent work under the direction of a professor. Introductory seminars (*Proseminare* or *Unterseminare*) are usually completed in the first two years of study (*Grundstudium*) before the students have taken an intermediate examination (*Zwischenprüfung* or *Vordiplom-Prüfung*). They offer an introduction to and application of independent research methods. Advanced seminars (*Hauptseminare* or *Oberseminare*) are reserved for students who have completed the intermediate examinations and entered their main studies (*Hauptstudium*). Students work alone or in small groups on a specialized research problem and report their results in a seminar paper at the end of the semester. Some seminars conclude with a written examination (*Klausur*) as well as submission of the seminar paper. A student who successfully completes a seminar is issued a seminar certificate (*Seminarschein*). Seminars require formal registration and frequently the consent of the professor as well. Seminar topics are announced in advance so that students may use vacation periods to begin their research.

Practical courses (*Praktika*) occur mainly in scientific and technical fields. They offer instruction in scientific methods of research and laboratory techniques. Students conduct experiments independently and submit reports on the results of their research. With successful participation, the student earns a certificate (*Schein*) for the practical course. Field courses (*Exkursionen*) are required in some courses of study which cannot be carried out completely in the classroom or laboratory. Studies in archeology, architecture, biology, forestry or geography, for example, may require field trips for demonstrations of methods or for observation of important phenomena in the field.

## UNIVERSITY FIRST DEGREES: *DIPLOM, MAGISTER ARTIUM*, AND THE *STAATSEXAMEN*

Uniform courses of study are dictated at each university for each academic discipline, and studies usually culminate in either a state examination or a degree examination. (For a discussion of the *Diplom* and the *Magister Artium*, see University Documents later in this chapter.) Both designate completion of studies at an institution of higher education. In some disciplines it is possible for students to take both sets of examinations.

### State Examinations and Degrees

Some subjects can be completed only with state examinations *(Staatsexamen)* which entitle those passing to work in certain professions. These are usually professions which fall under governmental supervision and include medical specializations, pharmacists, lawyers, and teachers in the public school system. The state examinations are regulated by the state's government and administered by university staff and authorities from each field. State examinations are the only possible first-degree examinations in medicine, pharmacy, and law. Completion of the state examination in these fields leads to practice in the profession or admits students to advanced study for the doctorate if they wish.

In many subjects, students may choose to prepare either for the state examination in their field, which would entitle them to teach in the public school system, or for the academic degree (*Diplom* or *Magister Artium*), which is generally the same academic standard as the state examination and entitles the holder to enter other professions requiring academic training. A teacher, for instance, usually will not have earned a *Diplom* but will have taken the state examination. The difference is not a qualitative one in performance from someone who has earned a *Diplom*. The difference lies simply in the fact that the course of studies differs and ends with a state examination for teachers, not a *Diplom* examination.

Academic examinations lead to academic degrees for the disciplines not governed by state examinations. These examinations and degrees are internally administered and departmentally controlled. In scientific subjects as well as in education, psychology, and the social sciences, the degree is the *Diplom*. In the humanities, a relatively new degree designation is the *Magister Artium*. The *Magister Artium* usually requires a major and two minor fields of study. Both degrees take a minimum of eight semesters to complete, both may lead to studies for the doctorate, and both entitle their holders to enter professions requiring academic training. In fact, in some disciplines, both the *Diplom* and the *Magister Artium* are offered, though usually not at the same institution. For more information on the *Diplom* and the *Magister Artium*, see University Documents later in the chapter.

## Stages of Academic Study

Most academic studies are divided into two stages: Stage 1 (*Grundstudium*) and Stage 2 (*Hauptstudium*). The *Grundstudium* (basic study) is generally at least four semesters (and usually not more than six semesters) and provides the foundation work for more advanced studies. The *Grundstudium* ends in almost all fields with an intermediate examination. For fields leading to the *Diplom*, this examination is called the *Vordiplom* or *Vordiplom-Prüfung*. In fields leading to the *Magister Artium* or the state examination, the intermediate examination is called the *Zwischenprüfung*. These examinations usually include both a written part and an oral part. The intermediate examinations are not degree examinations; rather they entitle those who pass them to continue into the advanced portion of their studies, the *Hauptstudium* (main study). (See Intermediate Certificates later in this chapter for more information on intermediate examinations.)

At universities which do not administer intermediate examinations, students must usually produce a letter of proficiency from the faculty testifying to their readiness (and permission) to proceed to the *Hauptstudium*. In the *Hauptstudium*, which usually lasts at least another two years, students acquire a thorough and advanced knowledge of their field, and must demonstrate the ability to conduct independent research. The final examination usually includes a thesis, a written examination (*Klausur*), and an oral examination. The thesis represents independent academic work; the *Klausur* tests the ability to apply knowledge of the discipline to a restricted area or specific problem, and the oral examination assesses general command of the subject area. Examination regulations are determined by each department of each university. In effect, these regulations constitute curricular requirements.

## Duration of Studies

The time required to complete a course of study varies substantially, since there are no regulations about minimum courseloads or satisfactory progress. Students study and attend classes independently until they feel ready to take the required examinations. In some disciplines the requirements to sit for a given examination may include participation in specific courses, but rarely is the curriculum dictated in full. See *The Educational System in the Federal Republic of Germany* (1979) for examples of required coursework.

The student population and the employment situation also affect normal duration of studies. The huge student populations place an obvious burden on personnel and facilities; less obvious are the effects on the students themselves, who sometimes are impeded in their studies because of inadequate research materials, copies of texts, even space at required lectures. Nor does the employment situation encourage completion of degree requirements; for many graduates there will be no jobs. Thus, the normal duration for studies toward the *Diplom, Magister Artium,* and *Staatsexamen* for teaching—four years—is actually a minimum. The average student presently takes at least eleven semesters to complete the first degree.

## FURTHER STUDIES

Students wishing to continue their education may study for the doctoral degree (*Promotion*). Doctoral studies usually prepare students to become professors and scholars. They are normally carried out at universities and technical universities, although *Gesamthochschulen* (comprehensive universities) and *Pädagogische Hochschulen* (teacher training colleges) also grant doctorates. Doctoral studies usually last two to four years past the initial degree, and the main requirement is completion of a dissertation. Individual faculties determine requirements for the doctorate, but as a rule they specify only requirements for entry, dissertation, and examination. In fact, doctoral studies are possible at some institutions even without the first degree; a student needs only to have studied a certain number of semesters before undertaking doctoral research. Specific coursework typical of U.S. doctoral study is not among the requirements, since the main emphasis is on independent academic research. When the dissertation is completed and accepted by the faculty to whom it is submitted, the student undergoes oral examinations (*Examen rigorosum*) in the major subject as well as in two minor subjects. See University Documents for more information on the *Promotion*.

Post-doctoral studies are required for students wishing a career in university-level teaching. The qualification for a professorship is called *Habilitation* and represents further evidence of scholarly research. Sometimes termed the "second Ph.D.," it more closely parallels the requirement of published research for faculty promotion and tenure at U.S. universities.

## UNIVERSITY DOCUMENTS

### The *Diplom* and *Magister Artium*

The *Diplom* and *Magister Artium* both denote completion of university studies usually of at least eight semesters. The certificates generally are two-part. One page reports the results of the examination for the degree (*Prüfungszeugnis, Diplomprüfungszeugnis, Magister-Prüfungszeugnis, Zeugnis über die Magister Prüfung, Zeugnis über die Diplomprüfung, Zeugnis über die Hauptprüfung,* etc.) and usually denotes the test average (*Gesamtnote*) of 0-4 (the scale continues to 6, but grades above 4 are not passing and do not earn the certificate) and the title and grade for the thesis, if one was required. The second part is the actual degree. It may be called *Diplom* or *Magisterurkunde,* and will designate the institution, discipline, and date of completion as well as the student's name and birthdate.

Document 4.1 is a sample *Diplom* from the Universität Hamburg. Document 4.2 is a two-part *Diplom* from the Technische Hochschule Darmstadt. Document 4.3 is an eight semester *Diplom* in two parts showing an integrated studies program from the Gesamthochschule Essen. Document 4.4 is a two-part *Magister Artium* from the Fernuniversität Hagen.

### *Promotionsurkunde* (Doctoral Certificate)

The certificate granting the doctorate is also usually two parts. One certifies the title of the dissertation (and its acceptance) and the passage of the oral examinations. The second confers the academic title. Document 4.5 is a sample two-part *Promotionsurkunde* from the Fernuniversität Hagen.

### *Diplomvorprüfungszeugnis, Zwischenprüfungszeugnis* (Intermediate Certificates)

The certificates attesting to completion of the *Grundstudium* (basic segment of study) and admitting students to the *Hauptstudium* (advanced segment of studies) take a variety of forms, depending not only upon the institution but also upon the specific testing requirements of the academic department. They may be called *Zwischenzeugnis, Zwischenprüfungszeugnis, Diplomvorprüfungszeugnis*, or *Vorprüfungszeugnis*. The colloquial terms for these two corresponding certificates are the *Vordiplom* and *Zwischenprüfung*, and they certify the intermediate step to the respective *Diplom* and *Magister Artium* degrees. These certificates will usually consist of the institution and department's name, the student's name and birthdate, the testing date(s), and the tests which had to be taken with the grade in each.

Documents 4.6, 4.7, 4.8, and 4.9 are sample *Vordiplom* from the Universität des Saarlandes, the Universität Mannheim, the Technische Hochschule Darmstadt, and the Gesamthochschule Essen, respectively. Documents 4.10 and 4.11 are sample *Zwischenprüfung* from the Universität zu Kiel, and the Universität Hamburg, respectively.

Individual departments determine testing and degree requirements, and most, but not all, grant the *Vordiplom* and *Zwischenprüfung*. Some departments at some institutions do not administer these formal intermediate examinations. They may require instead that students provide evidence of participation (*Scheine*) in a certain number of basic courses before they enter the *Hauptstudium* and attend *Hauptseminare* (advanced seminars).

Students who have studied at departments with this sort of testing system may present a letter testifying to this situation instead of an intermediate examination certificate. This letter may bear the title *Bescheinigung* (attestation), *Nachweis der Absolvierung des Grundstudiums*, or *Zeugnis über den Abschluss des Grundstudiums* (proof of completion of the basic segment); will specify the institution and department, student's name and birthdate; and may designate the courses or requirements that the student had to complete. The letter will usually note that the student has completed the *Grundstudium* and may enter the *Hauptstudium* or attend advanced seminars. It may even state that the letter corresponds to completion of the *Zwischenprüfung* or to the *Zwischenprüfungszeugnis* at other institutions. Documents 4.12, 4.13, 4.14, and 4.15 are sample *Zwischenprüfung* equivalents from the Universität Bonn, the Universität Hamburg, the Universität Mainz, and the Freie Universität Berlin (West), respectively.

### *Scheine* (Performance Certificates) and *Studienbuch* (the Student Record Book)

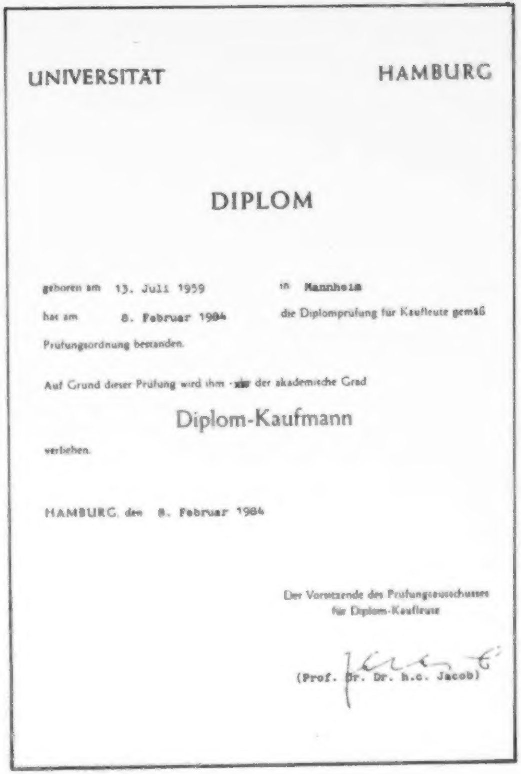
German universities do not automatically tally grades for students nor do they, as a rule, compile transcripts. The closest approximations—and not close ones by any means—are the *Schein* (performance certificate), and the *Studienbuch* (student record book). *Scheine* and *Studienbücher* are at best of limited value in determining performance and transfer credit.

The unreliability of these two items is due mainly to the independence that the German students enjoy in their studies. The requirements for each degree program are determined by the individual academic department and usually are guidelines with few specific course requirements by U.S. standards. If those requirements include certain introductory lectures/courses, the students will register for those lectures/courses and their registration will appear in their *Studienbuch*. The *Studienbuch* usually is the document certifying registration for the courses and nothing more. Whether the student attended or took part in the courses cannot be determined from *Studienbuch* pages. Document 4.16 shows sample *Studienbuch* pages from the Universität Düsseldorf.

The *Schein* is a certificate of limited use also. It may document mere attendance and/or varying degrees of performance. The usefulness and value of a *Schein* in evaluating actual performance will again depend on the department's requirements for completion of the degree. Some *Scheine* may designate a grade and what the student had to accomplish in order to earn that grade (a test, a paper, etc.). Some may attest only to participation (*Teilnahme*). Some courses may not normally offer *Scheine* at all. Documents 4.17 and 4.18 are sample *Scheine* from the Universität Marburg and the Universität Münster, respectively.

### *Notenbestätigung* (Attestation of Grades)

The *Notenbestätigung* is a certified letter from an institution that a student has achieved a certain level of performance. It is most often presented to certify examination results, or partial examination results. It is one way for a student to document progress toward a degree that is short of that degree, either because the student has not yet completed all of the requirements or because the degree has not yet been conferred. Document 4.19 is a sample *Notenbestätigung* from the Universität Hamburg.



UNIVERSITÄT HAMBURG

DIPLOM

geboren am 13. Juli 1959 in Mannheim

hat am 8. Februar 1984 die Diplomprüfung für Kaufleute gemäß Prüfungsordnung bestanden.

Auf Grund dieser Prüfung wird ihm -[illegible] der akademische Grad

Diplom-Kaufmann

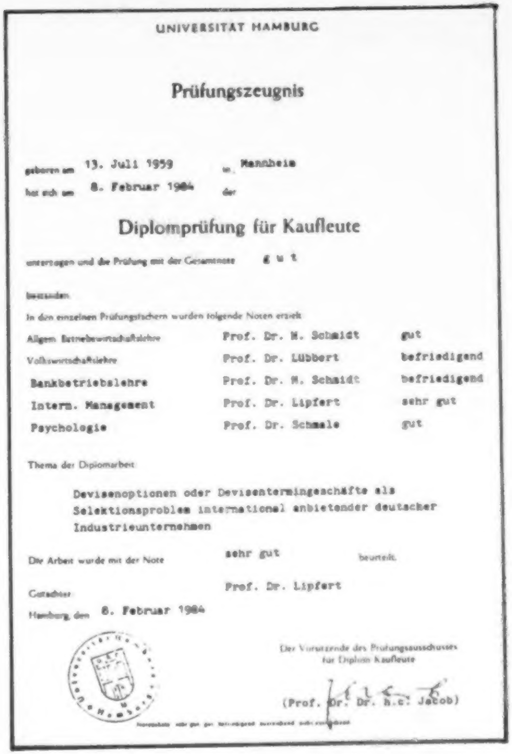
verliehen.

HAMBURG, den 8. Februar 1984

Der Vorsitzende des Prüfungsausschusses
für Diplom-Kaufleute

(Prof. Dr. Dr. h.c. Jacob)

4.1a. Page 1, *Diplom* from Universität Hamburg, Giving Student Information and Showing *Diplom* Awarded



UNIVERSITÄT HAMBURG

Prüfungszeugnis

geboren am 13. Juli 1959 in Mannheim

hat sich am 8. Februar 1984 der

Diplomprüfung für Kaufleute

unterzogen und die Prüfung mit der Gesamtnote g u t

bestanden.

In den einzelnen Prüfungsfächern wurden folgende Noten erzielt:

| | | |
|---|---|---|
| Allgem. Betriebswirtschaftslehre | Prof. Dr. H. Schmidt | gut |
| Volkswirtschaftslehre | Prof. Dr. Lübbert | befriedigend |
| Bankbetriebslehre | Prof. Dr. H. Schmidt | befriedigend |
| Intern. Management | Prof. Dr. Lipfert | sehr gut |
| Psychologie | Prof. Dr. Schmale | gut |

Thema der Diplomarbeit:

Devisenoptionen oder Devisentermingeschäfte als Selektionsproblem international anbietender deutscher Industrieunternehmen

Die Arbeit wurde mit der Note sehr gut beurteilt.

Gutachter: Prof. Dr. Lipfert

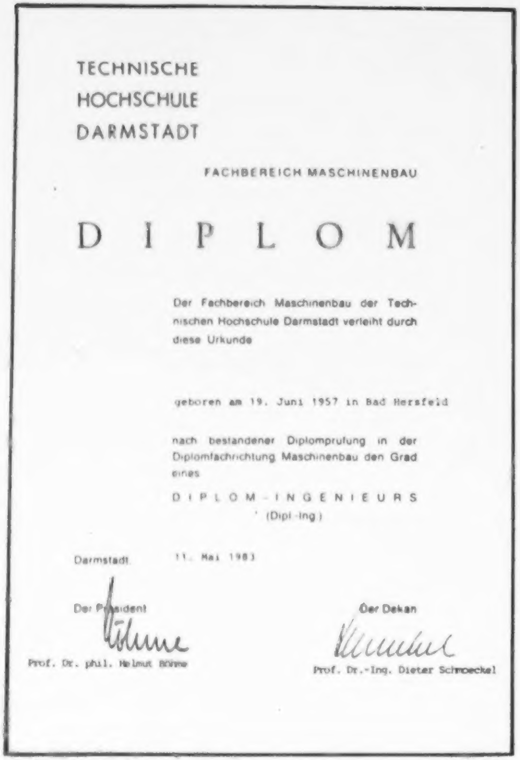
Hamburg, den 8. Februar 1984

Der Vorsitzende des Prüfungsausschusses
für Diplom-Kaufleute

(Prof. Dr. Dr. h.c. Jacob)

Notenskala: sehr gut, gut, befriedigend, ausreichend, nicht ausreichend

4.1b. Page 2, *Diplom* from Universität Hamburg, Showing Examination Results



TECHNISCHE
HOCHSCHULE
DARMSTADT

FACHBEREICH MASCHINENBAU

DIPLOM

Der Fachbereich Maschinenbau der Technischen Hochschule Darmstadt verleiht durch diese Urkunde

geboren am 19. Juni 1957 in Bad Hersfeld

nach bestandener Diplomprüfung in der Diplomfachrichtung Maschinenbau den Grad eines

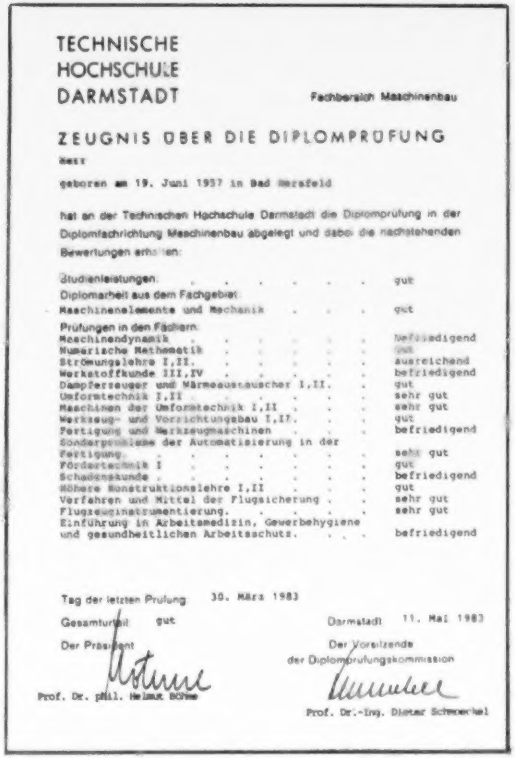
DIPLOM-INGENIEURS
(Dipl.-Ing.)

Darmstadt 11. Mai 1983

Der Präsident
Böhme
Prof. Dr. phil. Helmut Böhme

Der Dekan
Prof. Dr.-Ing. Dieter Schmoeckel

4.2a. Page 1, *Diplom* from Technische Hochschule Darmstadt, Showing *Diplom* Awarded



TECHNISCHE
HOCHSCHULE
DARMSTADT

Fachbereich Maschinenbau

ZEUGNIS ÜBER DIE DIPLOMPRÜFUNG

Herr

geboren am 19. Juni 1957 in Bad Hersfeld

hat an der Technischen Hochschule Darmstadt die Diplomprüfung in der Diplomfachrichtung Maschinenbau abgelegt und dabei die nachstehenden Bewertungen erhalten:

| | |
|---|---|
| Studienleistungen . . . . . . | gut |
| Diplomarbeit aus dem Fachgebiet: | |
| Maschinenelemente und Mechanik . . . | gut |
| Prüfungen in den Fächern: | |
| Maschinendynamik . . . . . . | befriedigend |
| Numerische Mathematik . . . . . | gut |
| Strömungslehre I,II. . . . . . | ausreichend |
| Werkstoffkunde III,IV . . . . . | befriedigend |
| Dampferzeuger und Wärmeaustauscher I,II. . | gut |
| Umformtechnik I,II . . . . . . | sehr gut |
| Maschinen der Umformtechnik I,II . . . | sehr gut |
| Werkzeug- und Vorrichtungsbau I,II. . . | gut |
| Fertigung und Werkzeugmaschinen . . . | befriedigend |
| Sonderprobleme der Automatisierung in der Fertigung . . . . . . . | sehr gut |
| Fördertechnik I . . . . . . . | gut |
| Schadenskunde . . . . . . . | befriedigend |
| Höhere Konstruktionslehre I,II . . . | gut |
| Verfahren und Mittel der Flugsicherung . . | sehr gut |
| Flugzeuginstrumentierung. . . . . | sehr gut |
| Einführung in Arbeitsmedizin, Gewerbehygiene und gesundheitlichen Arbeitsschutz. . . . | befriedigend |

Tag der letzten Prüfung 30. März 1983

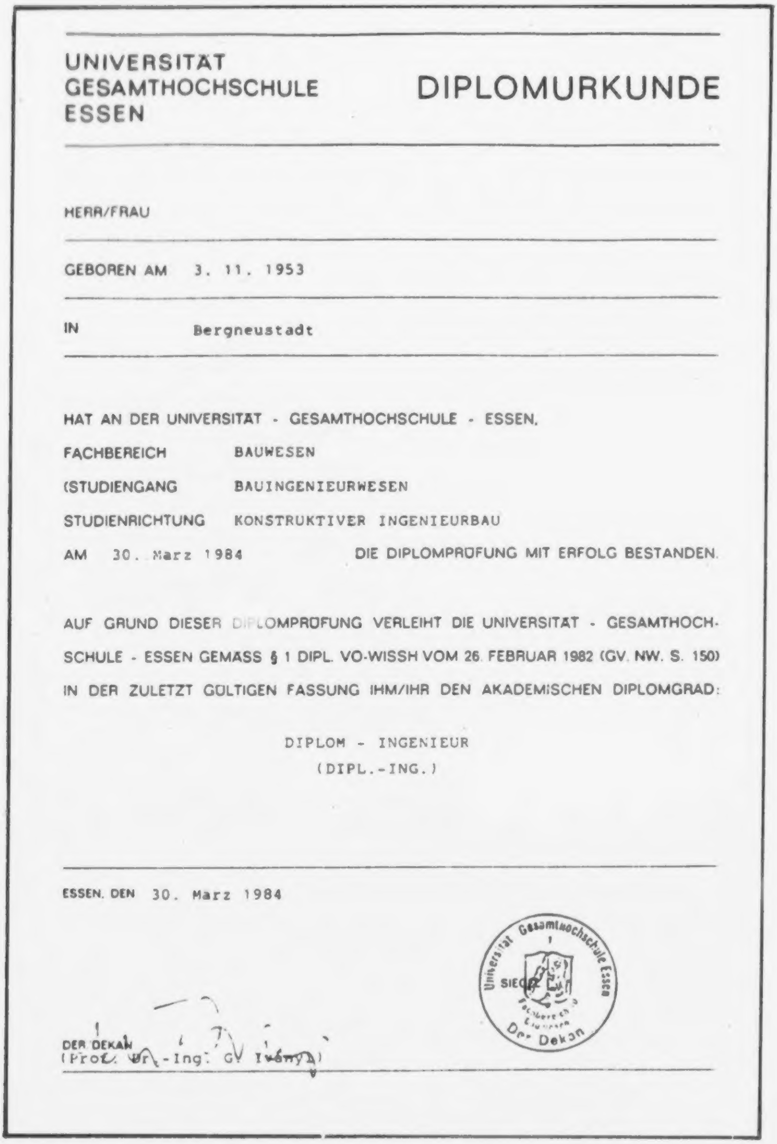
Gesamturteil gut

Darmstadt 11. Mai 1983

Der Präsident
Böhme
Prof. Dr. phil. Helmut Böhme

Der Vorsitzende
der Diplomprüfungskommission
Prof. Dr.-Ing. Dieter Schmoeckel

4.2b. Page 2, *Diplom* from Technische Hochschule Darmstadt, Showing Examination Results



UNIVERSITÄT
GESAMTHOCHSCHULE
ESSEN

DIPLOMURKUNDE

HERR/FRAU

GEBOREN AM 3. 11. 1953

IN Bergneustadt

HAT AN DER UNIVERSITÄT - GESAMTHOCHSCHULE - ESSEN,

FACHBEREICH BAUWESEN

(STUDIENGANG BAUINGENIEURWESEN

STUDIENRICHTUNG KONSTRUKTIVER INGENIEURBAU

AM 30. Marz 1984 DIE DIPLOMPRÜFUNG MIT ERFOLG BESTANDEN.

AUF GRUND DIESER DIPLOMPRÜFUNG VERLEIHT DIE UNIVERSITÄT - GESAMTHOCHSCHULE - ESSEN GEMÄSS § 1 DIPL. VO-WISSH VOM 26. FEBRUAR 1982 (GV. NW. S. 150) IN DER ZULETZT GÜLTIGEN FASSUNG IHM/IHR DEN AKADEMISCHEN DIPLOMGRAD:

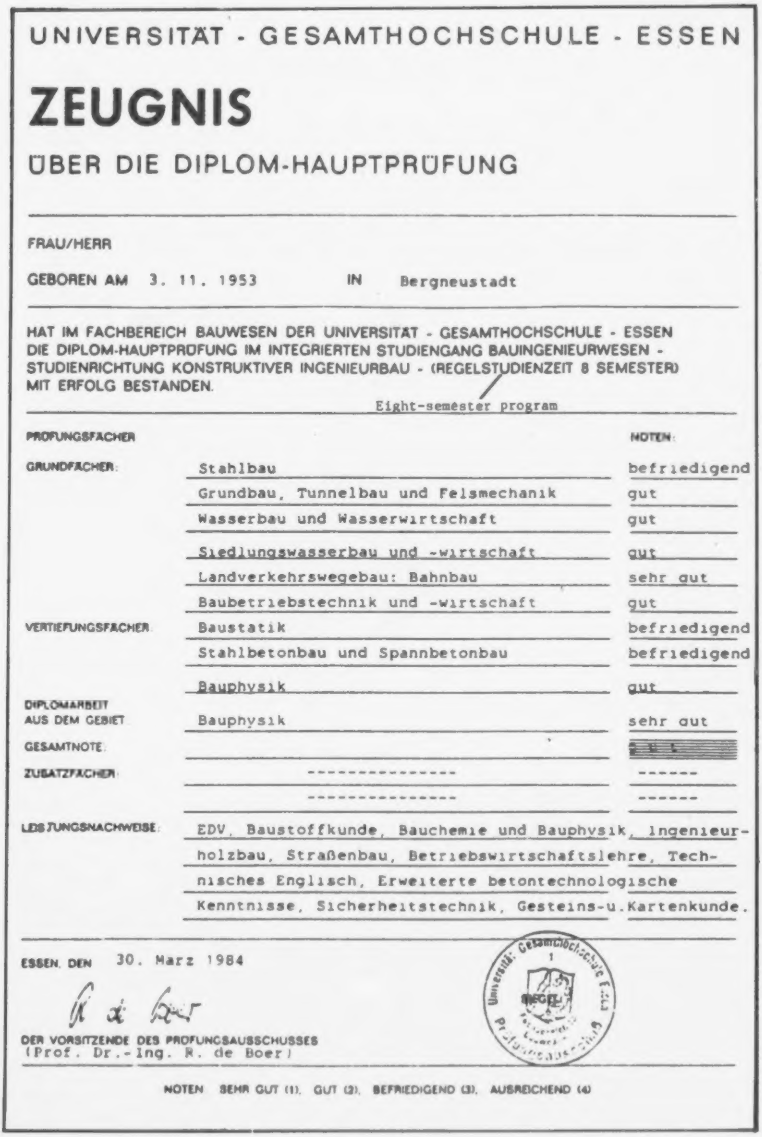
DIPLOM - INGENIEUR
(DIPL.-ING.)

ESSEN, DEN 30. Marz 1984

SIEGEL

DER DEKAN
(Prof. Dr.-Ing. G. Iványi)

4.3a. Page 1, *Diplom* (Integrated Program) from Gesamthochschule Essen, Showing *Diplom* Awarded



UNIVERSITÄT - GESAMTHOCHSCHULE - ESSEN

**ZEUGNIS**

ÜBER DIE DIPLOM-HAUPTPRÜFUNG

FRAU/HERR

GEBOREN AM 3. 11. 1953 IN Bergneustadt

HAT IM FACHBEREICH BAUWESEN DER UNIVERSITÄT - GESAMTHOCHSCHULE - ESSEN DIE DIPLOM-HAUPTPRÜFUNG IM INTEGRIERTEN STUDIENGANG BAUINGENIEURWESEN - STUDIENRICHTUNG KONSTRUKTIVER INGENIEURBAU - (REGELSTUDIENZEIT 8 SEMESTER) MIT ERFOLG BESTANDEN.

Eight-semester program

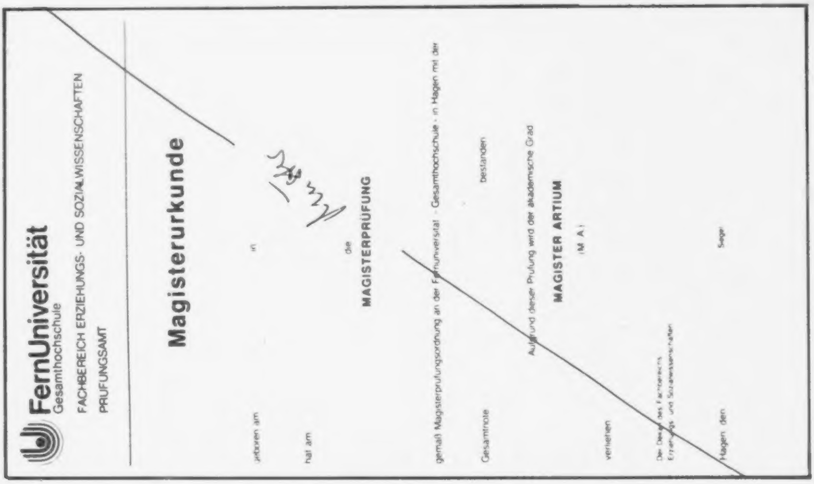
| PRÜFUNGSFÄCHER | | NOTEN: |
|---|---|---|
| GRUNDFÄCHER: | Stahlbau | befriedigend |
| | Grundbau, Tunnelbau und Felsmechanik | gut |
| | Wasserbau und Wasserwirtschaft | gut |
| | Siedlungswasserbau und -wirtschaft | gut |
| | Landverkehrswegebau: Bahnbau | sehr gut |
| | Baubetriebstechnik und -wirtschaft | gut |
| VERTIEFUNGSFÄCHER: | Baustatik | befriedigend |
| | Stahlbetonbau und Spannbetonbau | befriedigend |
| | Bauphysik | gut |
| DIPLOMARBEIT AUS DEM GEBIET: | Bauphysik | sehr gut |
| GESAMTNOTE: | | [redacted] |
| ZUSATZFÄCHER: | --------------- | ------ |
| | --------------- | ------ |
| LEISTUNGSNACHWEISE: | EDV, Baustoffkunde, Bauchemie und Bauphysik, Ingenieurholzbau, Straßenbau, Betriebswirtschaftslehre, Technisches Englisch, Erweiterte betontechnologische Kenntnisse, Sicherheitstechnik, Gesteins-u. Kartenkunde. | |

ESSEN, DEN 30. Marz 1984

DER VORSITZENDE DES PRÜFUNGSAUSSCHUSSES
(Prof. Dr.-Ing. R. de Boer)

NOTEN: SEHR GUT (1), GUT (2), BEFRIEDIGEND (3), AUSREICHEND (4)

4.3b. Page 2, *Diplom* (Integrated Program) from Gesamthochschule Essen, Showing Examination Results



**FernUniversität**
Gesamthochschule

FACHBEREICH ERZIEHUNGS- UND SOZIALWISSENSCHAFTEN
PRUFUNGSAMT

## Magisterurkunde

geboren am in

hat am

Muster

die
**MAGISTERPRÜFUNG**

gemaß Magisterprufungsordnung an der Fernuniversitat - Gesamthochschule - in Hagen mit der

Gesamtnote bestanden

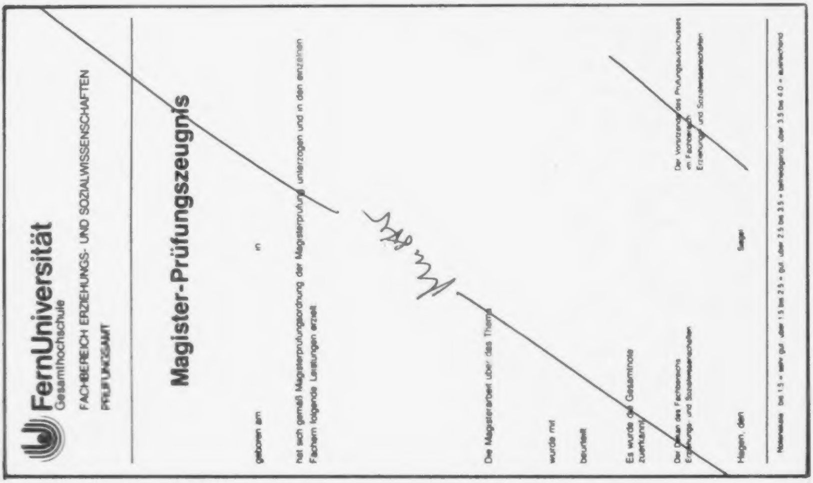
Aufgrund dieser Prufung wird der akademische Grad
**MAGISTER ARTIUM**
(M. A.)

verliehen

Der Dekan des Fachbereichs
Erziehungs- und Sozialwissenschaften

Hagen, den Siegel

4.4a. Page 1, *Magister Artium* from Fernuniversität Hagen, Showing *Magister Artium* Awarded



**FernUniversität**
Gesamthochschule

FACHBEREICH ERZIEHUNGS- UND SOZIALWISSENSCHAFTEN
PRUFUNGSAMT

## Magister-Prüfungszeugnis

geboren am in

hat sich gemaß Magisterprufungsordnung der Magisterprufung unterzogen und in den einzelnen Fachern folgende Leistungen erzielt

Muster

Die Magisterarbeit uber das Thema

wurde mit

beurteilt

Es wurde die Gesamtnote
zuerkannt

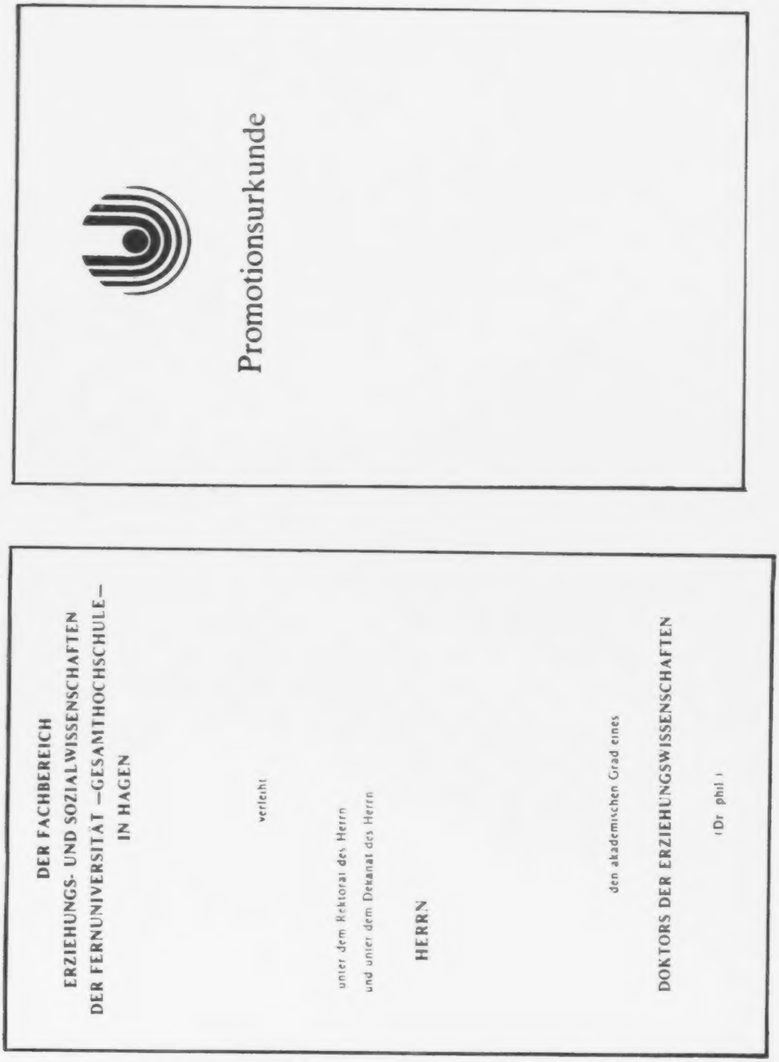
Der Dekan des Fachbereichs
Erziehungs- und Sozialwissenschaften

Der Vorsitzende des Prufungsausschusses
im Fachbereich
Erziehungs- und Sozialwissenschaften

Hagen, den Siegel

Notenskala: bis 1,5 = sehr gut, uber 1,5 bis 2,5 = gut, uber 2,5 bis 3,5 = befriedigend, uber 3,5 bis 4,0 = ausreichend

4.4b. Page 2, *Magister Artium* from Fernuniversität Hagen, Showing Examination Results



Promotionsurkunde

DER FACHBEREICH
ERZIEHUNGS- UND SOZIALWISSENSCHAFTEN
DER FERNUNIVERSITÄT –GESAMTHOCHSCHULE–
IN HAGEN

verleiht

unter dem Rektorat des Herrn
und unter dem Dekanat des Herrn

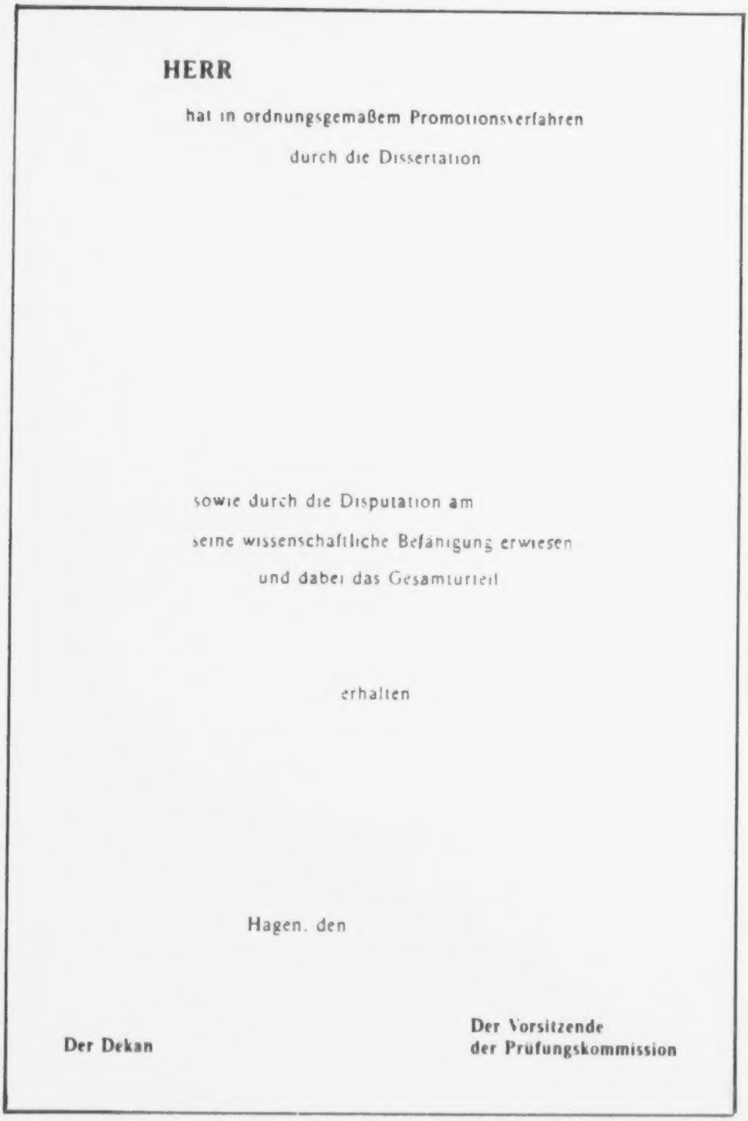
**HERRN**

den akademischen Grad eines

**DOKTORS DER ERZIEHUNGSWISSENSCHAFTEN**

(Dr. phil.)

4.5a. Cover and Page 2 of a *Promotionsurkunde* from Fernuniversität Hagen



**HERR**

hat in ordnungsgemäßem Promotionsverfahren

durch die Dissertation

sowie durch die Disputation am

seine wissenschaftliche Befähigung erwiesen

und dabei das Gesamturteil

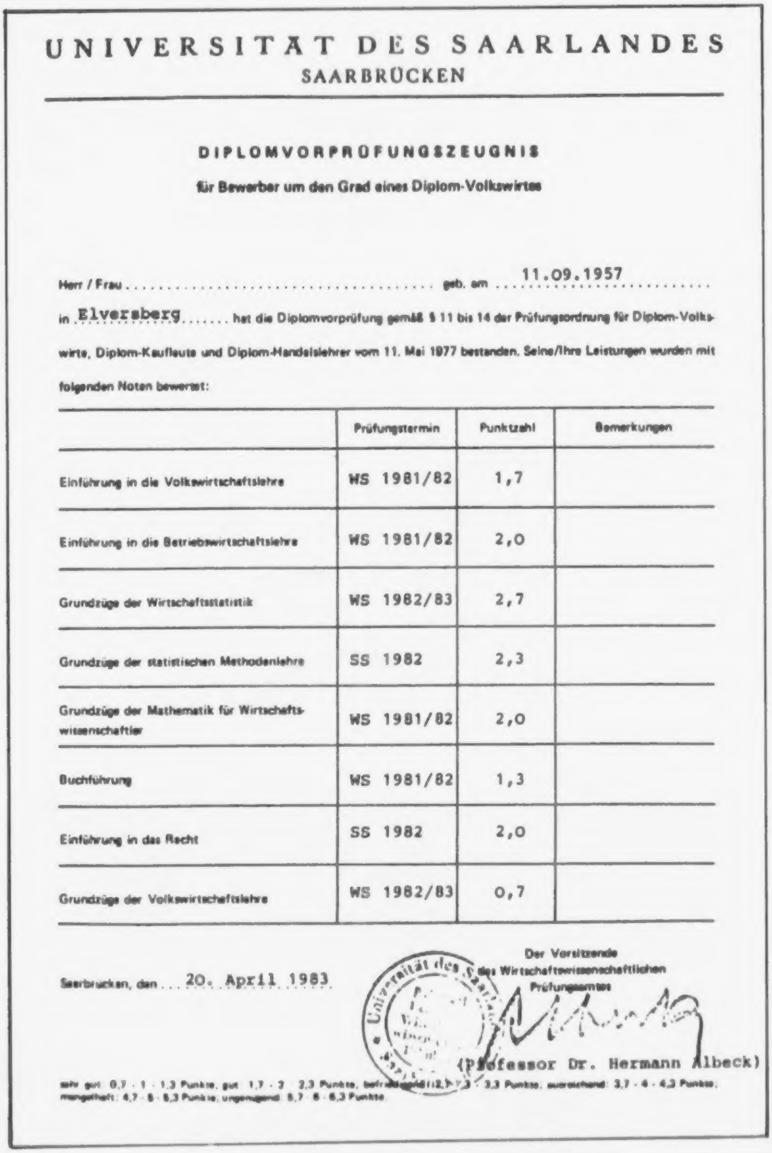
erhalten

Hagen, den

**Der Dekan**

**Der Vorsitzende**
**der Prüfungskommission**

4.5b. Page 3 of Doctoral Certificate, *Promotionsurkunde* from Fernuniversität Hagen



# UNIVERSITÄT DES SAARLANDES

SAARBRÜCKEN

## DIPLOMVORPRÜFUNGSZEUGNIS

für Bewerber um den Grad eines Diplom-Volkswirtes

Herr / Frau ........................................ geb. am 11.09.1957

in Elversberg ...... hat die Diplomvorprüfung gemäß § 11 bis 14 der Prüfungsordnung für Diplom-Volkswirte, Diplom-Kaufleute und Diplom-Handelslehrer vom 11. Mai 1977 bestanden. Seine/Ihre Leistungen wurden mit folgenden Noten bewertet:

| | Prüfungstermin | Punktzahl | Bemerkungen |
|---|---|---|---|
| Einführung in die Volkswirtschaftslehre | WS 1981/82 | 1,7 | |
| Einführung in die Betriebswirtschaftslehre | WS 1981/82 | 2,0 | |
| Grundzüge der Wirtschaftsstatistik | WS 1982/83 | 2,7 | |
| Grundzüge der statistischen Methodenlehre | SS 1982 | 2,3 | |
| Grundzüge der Mathematik für Wirtschaftswissenschaftler | WS 1981/82 | 2,0 | |
| Buchführung | WS 1981/82 | 1,3 | |
| Einführung in das Recht | SS 1982 | 2,0 | |
| Grundzüge der Volkswirtschaftslehre | WS 1982/83 | 0,7 | |

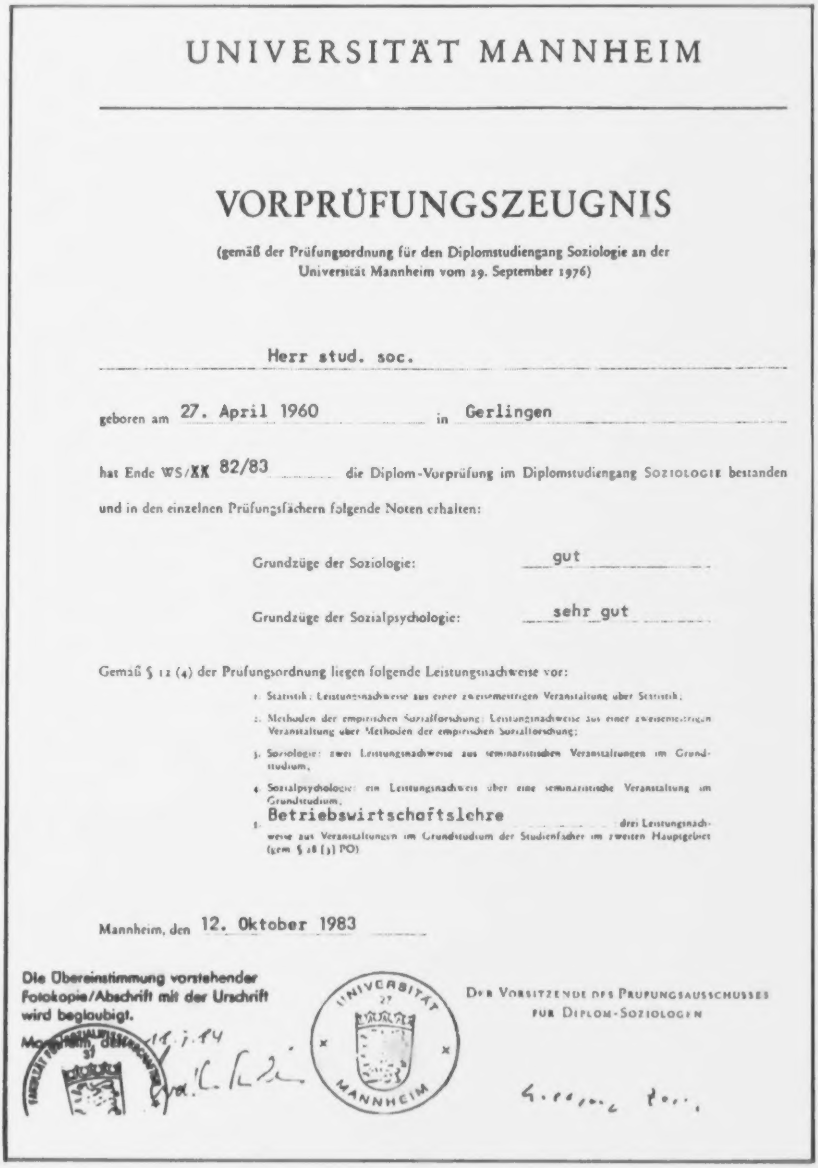
Saarbrücken, den 20. April 1983

Der Vorsitzende
des Wirtschaftswissenschaftlichen
Prüfungsamtes

(Professor Dr. Hermann Albeck)

sehr gut: 0,7 - 1 - 1,3 Punkte, gut: 1,7 - 2 - 2,3 Punkte, befriedigend: 2,7 - 3 - 3,3 Punkte, ausreichend: 3,7 - 4 - 4,3 Punkte; mangelhaft: 4,7 - 5 - 5,3 Punkte; ungenügend: 5,7 - 6 - 6,3 Punkte.

4.6. *Vordiplom* from Universität des Saarlandes



UNIVERSITÄT MANNHEIM

VORPRÜFUNGSZEUGNIS

(gemäß der Prüfungsordnung für den Diplomstudiengang Soziologie an der Universität Mannheim vom 29. September 1976)

Herr stud. soc.

geboren am 27. April 1960 in Gerlingen

hat Ende WS/XX 82/83 die Diplom-Vorprüfung im Diplomstudiengang SOZIOLOGIE bestanden und in den einzelnen Prüfungsfächern folgende Noten erhalten:

| | |
|---|---|
| Grundzüge der Soziologie: | gut |
| Grundzüge der Sozialpsychologie: | sehr gut |

Gemäß § 12 (4) der Prüfungsordnung liegen folgende Leistungsnachweise vor:

1. Statistik: Leistungsnachweise aus einer zweisemestrigen Veranstaltung über Statistik;
2. Methoden der empirischen Sozialforschung: Leistungsnachweise aus einer zweisemestrigen Veranstaltung über Methoden der empirischen Sozialforschung;
3. Soziologie: zwei Leistungsnachweise aus seminaristischen Veranstaltungen im Grundstudium,
4. Sozialpsychologie: ein Leistungsnachweis über eine seminaristische Veranstaltung im Grundstudium,
5. Betriebswirtschaftslehre drei Leistungsnachweise aus Veranstaltungen im Grundstudium der Studienfächer im zweiten Hauptgebiet (gem. § 18 [3] PO)

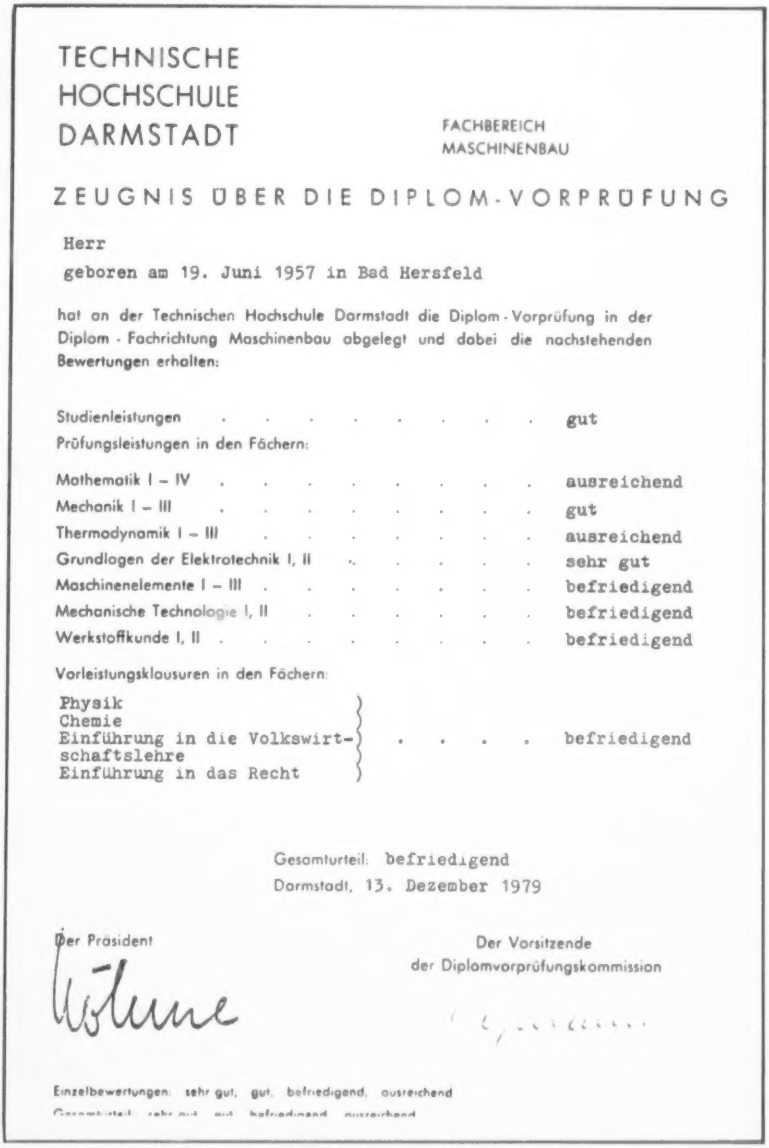
Mannheim, den 12. Oktober 1983

Die Übereinstimmung vorstehender Fotokopie/Abschrift mit der Urschrift wird beglaubigt.

Mannheim, den 11.7.84

DER VORSITZENDE DES PRÜFUNGSAUSSCHUSSES FÜR DIPLOM-SOZIOLOGEN

4.7. *Vordiplom* from Universität Mannheim



TECHNISCHE
HOCHSCHULE
DARMSTADT

FACHBEREICH
MASCHINENBAU

ZEUGNIS ÜBER DIE DIPLOM-VORPRÜFUNG

Herr
geboren am 19. Juni 1957 in Bad Hersfeld

hat an der Technischen Hochschule Darmstadt die Diplom-Vorprüfung in der Diplom-Fachrichtung Maschinenbau abgelegt und dabei die nachstehenden Bewertungen erhalten:

| | |
|---|---|
| Studienleistungen | gut |
| Prüfungsleistungen in den Fächern: | |
| Mathematik I – IV | ausreichend |
| Mechanik I – III | gut |
| Thermodynamik I – III | ausreichend |
| Grundlagen der Elektrotechnik I, II | sehr gut |
| Maschinenelemente I – III | befriedigend |
| Mechanische Technologie I, II | befriedigend |
| Werkstoffkunde I, II | befriedigend |
| Vorleistungsklausuren in den Fächern: | |
| Physik<br>Chemie<br>Einführung in die Volkswirtschaftslehre<br>Einführung in das Recht | befriedigend |

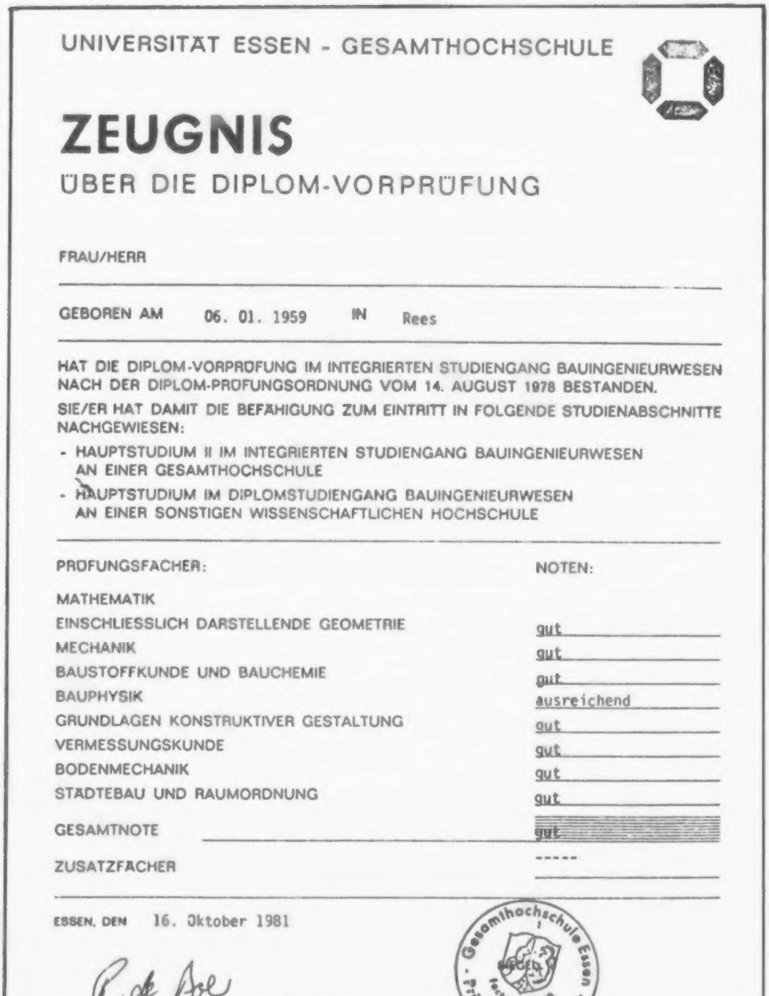
Gesamturteil: befriedigend
Darmstadt, 13. Dezember 1979

Der Präsident
Böhme

Der Vorsitzende
der Diplomvorprüfungskommission

Einzelbewertungen: sehr gut, gut, befriedigend, ausreichend
Gesamturteil: sehr gut, gut, befriedigend, ausreichend

4.8. *Vordiplom* from Technische Hochschule Darmstadt



UNIVERSITÄT ESSEN - GESAMTHOCHSCHULE

# ZEUGNIS

ÜBER DIE DIPLOM-VORPRÜFUNG

FRAU/HERR

GEBOREN AM 06. 01. 1959 IN Rees

HAT DIE DIPLOM-VORPRÜFUNG IM INTEGRIERTEN STUDIENGANG BAUINGENIEURWESEN NACH DER DIPLOM-PRÜFUNGSORDNUNG VOM 14. AUGUST 1978 BESTANDEN.

SIE/ER HAT DAMIT DIE BEFÄHIGUNG ZUM EINTRITT IN FOLGENDE STUDIENABSCHNITTE NACHGEWIESEN:

- HAUPTSTUDIUM II IM INTEGRIERTEN STUDIENGANG BAUINGENIEURWESEN AN EINER GESAMTHOCHSCHULE
- HAUPTSTUDIUM IM DIPLOMSTUDIENGANG BAUINGENIEURWESEN AN EINER SONSTIGEN WISSENSCHAFTLICHEN HOCHSCHULE

| | |
|---|---|
| PRÜFUNGSFÄCHER: | NOTEN: |
| MATHEMATIK EINSCHLIESSLICH DARSTELLENDE GEOMETRIE | gut |
| MECHANIK | gut |
| BAUSTOFFKUNDE UND BAUCHEMIE | gut |
| BAUPHYSIK | ausreichend |
| GRUNDLAGEN KONSTRUKTIVER GESTALTUNG | gut |
| VERMESSUNGSKUNDE | gut |
| BODENMECHANIK | gut |
| STÄDTEBAU UND RAUMORDNUNG | gut |
| GESAMTNOTE | gut |
| ZUSATZFÄCHER | ----- |

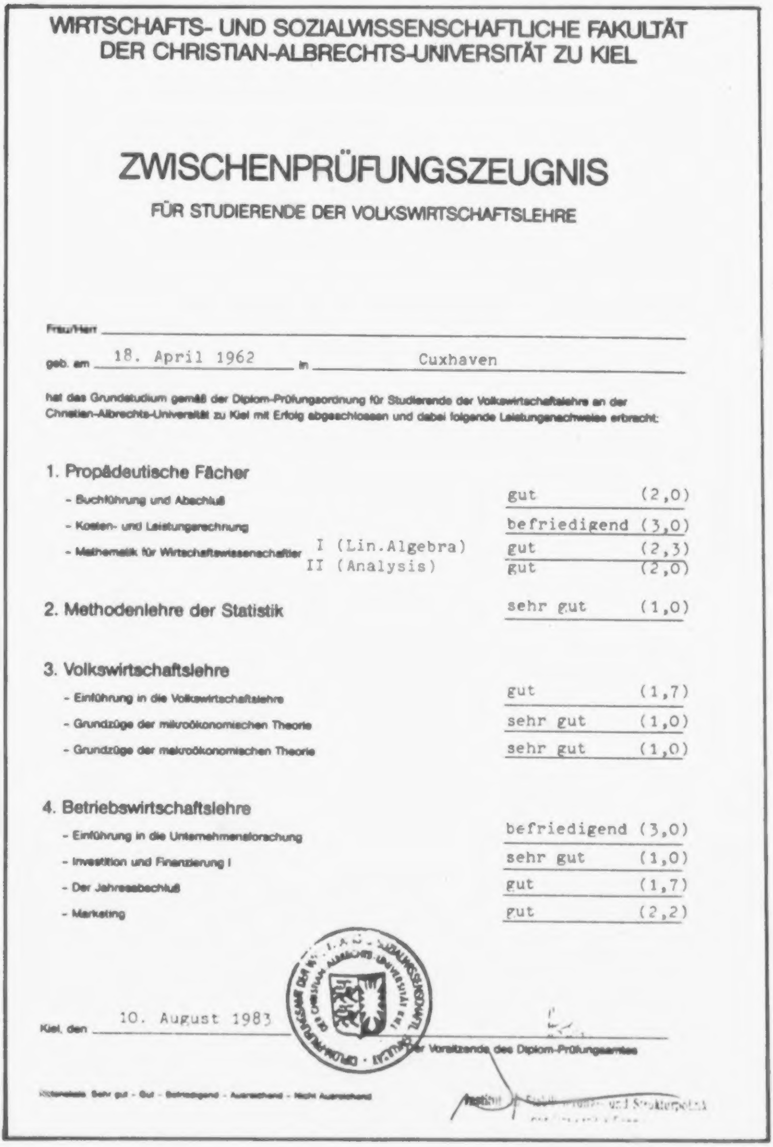
ESSEN, DEN 16. Oktober 1981

R. de Boe

DER VORSITZENDE DES PRÜFUNGSAUSSCHUSSES
(Prof. Dr.-Ing. R. de Boer)

NOTEN: SEHR GUT (1), GUT (2), BEFRIEDIGEND (3), AUSREICHEND (4)

4.9. *Vordiplom* from Gesamthochschule Essen



WIRTSCHAFTS- UND SOZIALWISSENSCHAFTLICHE FAKULTÄT
DER CHRISTIAN-ALBRECHTS-UNIVERSITÄT ZU KIEL

ZWISCHENPRÜFUNGSZEUGNIS

FÜR STUDIERENDE DER VOLKSWIRTSCHAFTSLEHRE

Frau/Herr

geb. am 18. April 1962 in Cuxhaven

hat das Grundstudium gemäß der Diplom-Prüfungsordnung für Studierende der Volkswirtschaftslehre an der Christian-Albrechts-Universität zu Kiel mit Erfolg abgeschlossen und dabei folgende Leistungsnachweise erbracht:

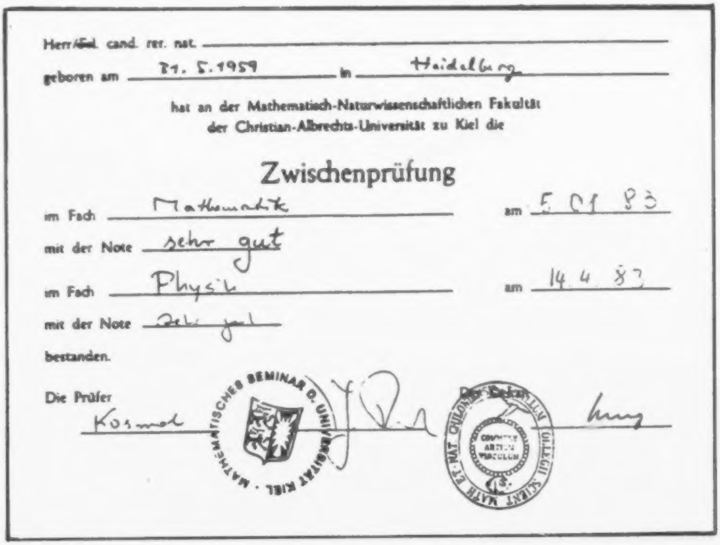
| | |
|---|---|
| **1. Propädeutische Fächer** | |
| - Buchführung und Abschluß | gut (2,0) |
| - Kosten- und Leistungsrechnung | befriedigend (3,0) |
| - Mathematik für Wirtschaftswissenschaftler I (Lin.Algebra) | gut (2,3) |
| II (Analysis) | gut (2,0) |
| **2. Methodenlehre der Statistik** | sehr gut (1,0) |
| **3. Volkswirtschaftslehre** | |
| - Einführung in die Volkswirtschaftslehre | gut (1,7) |
| - Grundzüge der mikroökonomischen Theorie | sehr gut (1,0) |
| - Grundzüge der makroökonomischen Theorie | sehr gut (1,0) |
| **4. Betriebswirtschaftslehre** | |
| - Einführung in die Unternehmensforschung | befriedigend (3,0) |
| - Investition und Finanzierung I | sehr gut (1,0) |
| - Der Jahresabschluß | gut (1,7) |
| - Marketing | gut (2,2) |

Kiel, den 10. August 1983

Der Vorsitzende des Diplom-Prüfungsamtes

Notenskala: Sehr gut - Gut - Befriedigend - Ausreichend - Nicht Ausreichend

4.10a. Example of a *Zwischenprüfung* from the Universität zu Kiel



Herr/~~Frl.~~ cand. rer. nat.

geboren am 31. 5.1959 in Heidelberg

hat an der Mathematisch-Naturwissenschaftlichen Fakultät
der Christian-Albrechts-Universität zu Kiel die

**Zwischenprüfung**

im Fach Mathematik am 5 01 83

mit der Note sehr gut

im Fach Physik am 14 4 82

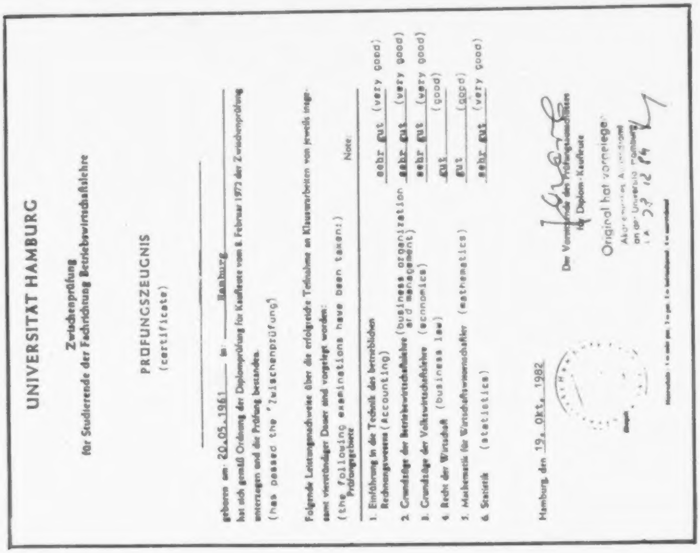
mit der Note sehr gut

bestanden.

Die Prüfer Der Dekan

Kosmol

4.10b. Example of a *Zwischenprüfung* with a Different Format, Issued by the Same Institution (Universität zu Kiel).



UNIVERSITÄT HAMBURG

Zwischenprüfung
für Studierende der Fachrichtung Betriebswirtschaftslehre

PRÜFUNGSZEUGNIS
(certificate)

geboren am: 20.05.1961 in: Hamburg

hat sich gemäß Ordnung der Diplomprüfung für Kaufleute vom 8. Februar 1973 der Zwischenprüfung unterzogen und die Prüfung bestanden.
(has passed the 'Zwischenprüfung')

Folgende Leistungsnachweise über die erfolgreiche Teilnahme an Klausurarbeiten von jeweils insgesamt vierstündiger Dauer sind vorgelegt worden:
(the following examinations have been taken:)

| Prüfungsgebiete | Note: |
|---|---|
| 1. Einführung in die Technik des betrieblichen Rechnungswesens (Accounting) | sehr gut (very good) |
| 2. Grundzüge der Betriebswirtschaftslehre (business organization and management) | sehr gut (very good) |
| 3. Grundzüge der Volkswirtschaftslehre (economics) | sehr gut (very good) |
| 4. Recht der Wirtschaft (business law) | gut (good) |
| 5. Mathematik für Wirtschaftswissenschaftler (mathematics) | gut (good) |
| 6. Statistik (statistics) | sehr gut (very good) |

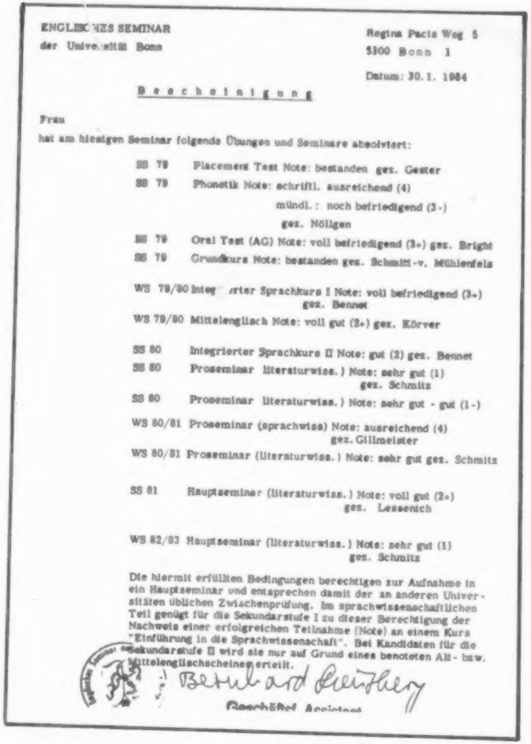
Hamburg, den 19. Okt. 1982

Der Vorsitzende des Prüfungsausschusses
für Diplom-Kaufleute

Original hat vorgelegen
Akademisches Auslandsamt
an der Universität Hamburg
i.A. 28 12 84

4.11. *Zwischenprüfung* from Universität Hamburg

93



ENGLISCHES SEMINAR
der Universität Bonn

Regina Pacis Weg 5
5300 Bonn 1

Datum: 30. 1. 1984

**Bescheinigung**

Frau

hat am hiesigen Seminar folgende Übungen und Seminare absolviert:

SS 79 Placement Test Note: bestanden gez. Gester

SS 79 Phonetik Note: schriftl. ausreichend (4)
mündl.: noch befriedigend (3-)
gez. Nöllgen

SS 79 Oral Test (AG) Note: voll befriedigend (3+) gez. Bright

SS 79 Grundkurs Note: bestanden gez. Schmitt-v. Mühlenfels

WS 79/80 Integrierter Sprachkurs I Note: voll befriedigend (3+)
gez. Bennet

WS 79/80 Mittelenglisch Note: voll gut (2+) gez. Körver

SS 80 Integrierter Sprachkurs II Note: gut (2) gez. Bennet

SS 80 Proseminar literaturwiss.) Note: sehr gut (1)
gez. Schmitz

SS 80 Proseminar literaturwiss.) Note: sehr gut - gut (1-)

WS 80/81 Proseminar (sprachwiss) Note: ausreichend (4)
gez. Gillmeister

WS 80/81 Proseminar (literaturwiss.) Note: sehr gut gez. Schmitz

SS 81 Hauptseminar (literaturwiss.) Note: voll gut (2+)
gez. Lessenich

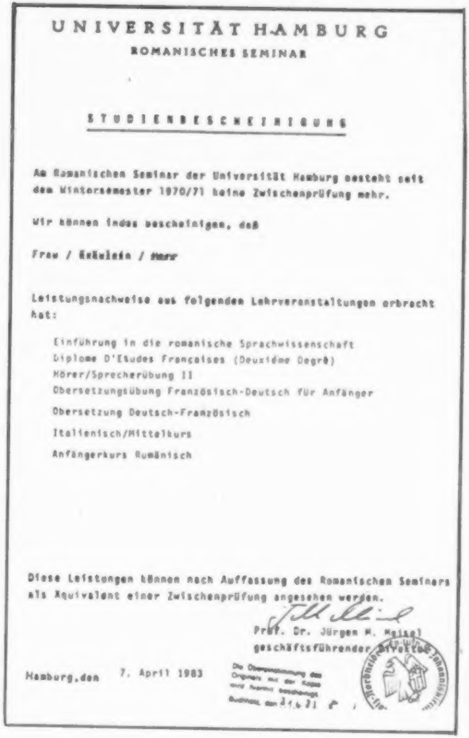
WS 82/83 Hauptseminar (literaturwiss.) Note: sehr gut (1)
gez. Schmitz

Die hiermit erfüllten Bedingungen berechtigen zur Aufnahme in ein Hauptseminar und entsprechen damit der an anderen Universitäten üblichen Zwischenprüfung. Im sprachwissenschaftlichen Teil genügt für die Sekundarstufe I zu dieser Berechtigung der Nachweis einer erfolgreichen Teilnahme (Note) an einem Kurs "Einführung in die Sprachwissenschaft". Bei Kandidaten für die Sekundarstufe II wird sie nur auf Grund eines benoteten Alt- bzw. Mittelenglischscheines erteilt.

Bernhard [illegible]

Geschäftsf. Assistent

4.12. *Zwischenprüfung* Equivalent from Universität Bonn



UNIVERSITÄT HAMBURG
ROMANISCHES SEMINAR

**STUDIENBESCHEINIGUNG**

Am Romanischen Seminar der Universität Hamburg besteht seit dem Wintersemester 1970/71 keine Zwischenprüfung mehr.

Wir können indes bescheinigen, daß

Frau / ~~Fräulein~~ / ~~Herr~~

Leistungsnachweise aus folgenden Lehrveranstaltungen erbracht hat:

Einführung in die romanische Sprachwissenschaft
Diplome D'Etudes Francaises (Deuxiéme Degré)
Hörer/Sprecherübung II
Übersetzungsübung Französisch-Deutsch für Anfänger
Übersetzung Deutsch-Französisch
Italienisch/Mittelkurs
Anfängerkurs Rumänisch

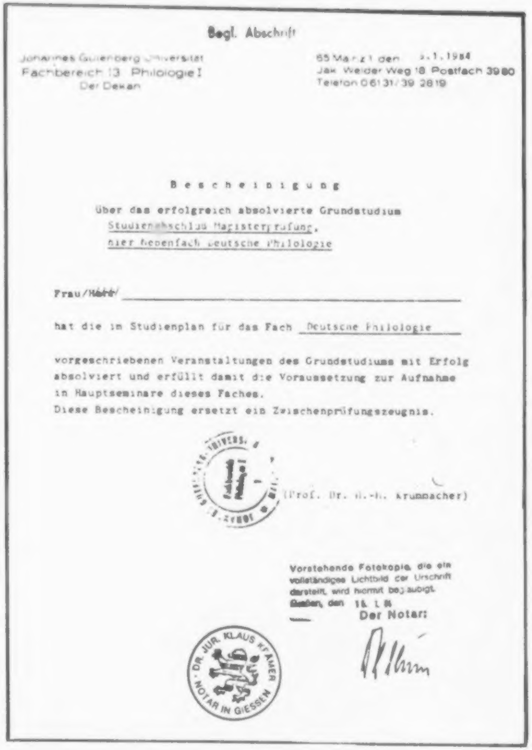
Diese Leistungen können nach Auffassung des Romanischen Seminars als Äquivalent einer Zwischenprüfung angesehen werden.

Prof. Dr. Jürgen M. Meisel
geschäftsführender Direktor

Hamburg, den 7. April 1983

Die Übereinstimmung des Originals mit der Kopie wird hiermit bescheinigt
Buchholz, den 21.6.?1

4.13. *Zwischenprüfung* Equivalent from Universität Hamburg



Begl. Abschrift

Johannes Gutenberg Universität
Fachbereich 13 Philologie I
Der Dekan

65 Mainz 1 den 5.1.1984
Jak. Welder Weg 18 Postfach 3980
Telefon 06131/39 2819

B e s c h e i n i g u n g

über das erfolgreich absolvierte Grundstudium
Studienabschluß Magisterprüfung,
hier Nebenfach Deutsche Philologie

Frau/~~Herr~~ ______________________

hat die im Studienplan für das Fach Deutsche Philologie

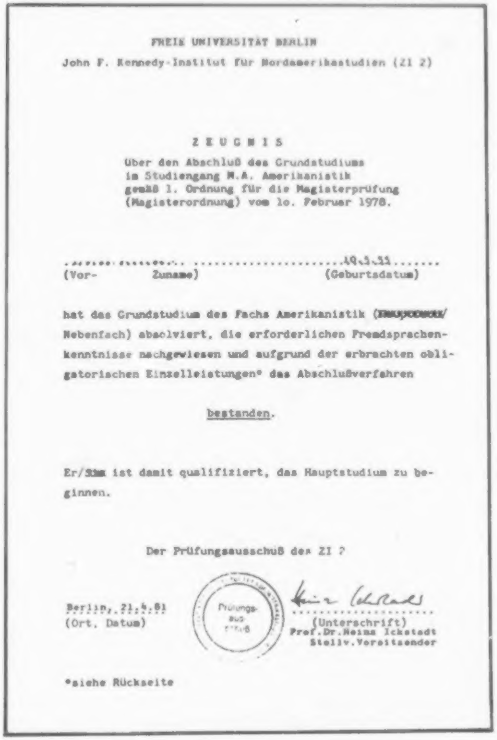
vorgeschriebenen Veranstaltungen des Grundstudiums mit Erfolg absolviert und erfüllt damit die Voraussetzung zur Aufnahme in Hauptseminare dieses Faches.
Diese Bescheinigung ersetzt ein Zwischenprüfungszeugnis.

(Prof. Dr. H.-H. Krummacher)

Vorstehende Fotokopie, die ein vollständiges Lichtbild der Urschrift darstellt, wird hiermit beglaubigt.
Gießen, den 16. 1. 84
Der Notar:

DR. JUR. KLAUS KRÄMER NOTAR IN GIESSEN

4.14. *Zwischenprüfung* Equivalent from Universität Mainz



FREIE UNIVERSITÄT BERLIN
John F. Kennedy-Institut für Nordamerikastudien (ZI 2)

Z E U G N I S
über den Abschluß des Grundstudiums
im Studiengang M.A. Amerikanistik
gemäß 1. Ordnung für die Magisterprüfung
(Magisterordnung) vom 1o. Februar 1978.

...................... ......................10.5.55.......
(Vor- Zuname) (Geburtsdatum)

hat das Grundstudium des Fachs Amerikanistik (~~Hauptfach~~/Nebenfach) absolviert, die erforderlichen Fremdsprachenkenntnisse nachgewiesen und aufgrund der erbrachten obligatorischen Einzelleistungen* das Abschlußverfahren

bestanden.

Er/~~Sie~~ ist damit qualifiziert, das Hauptstudium zu beginnen.

Der Prüfungsausschuß des ZI 2

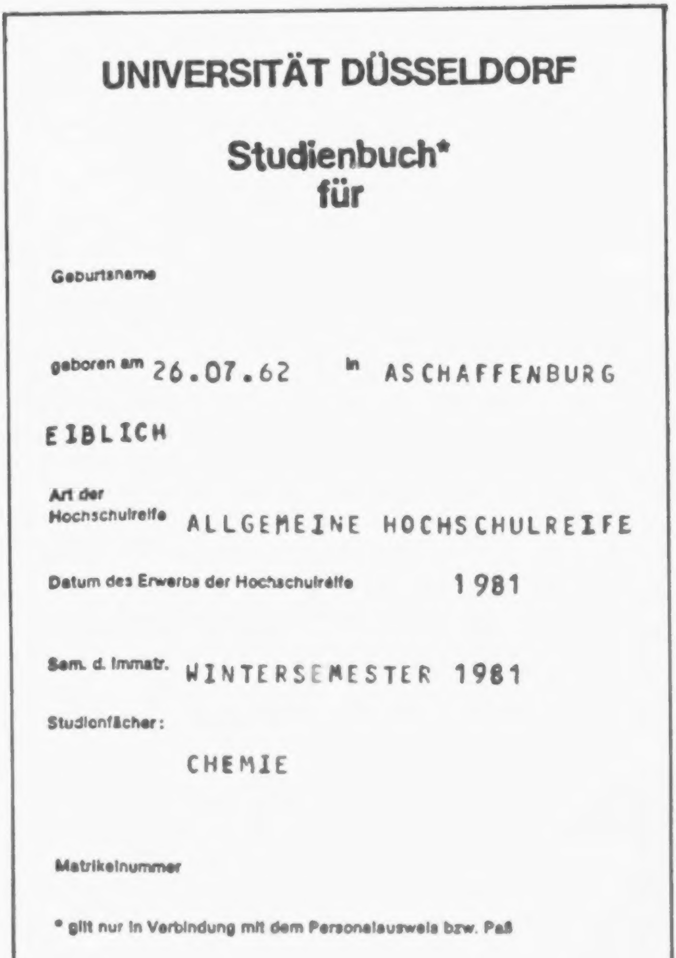
Berlin, 21.4.81
(Ort, Datum)

Prüfungsausschuß

Heinz Ickstadt
(Unterschrift)
Prof.Dr.Heinz Ickstadt
Stellv.Vorsitzender

*siehe Rückseite

4.15 *Zwischenprüfung* Equivalent from Freie Universität Berlin (West)



**UNIVERSITÄT DÜSSELDORF**

**Studienbuch***
**für**

Geburtsname

geboren am 26.07.62 in ASCHAFFENBURG

EIBLICH

Art der Hochschulreife ALLGEMEINE HOCHSCHULREIFE

Datum des Erwerbs der Hochschulreife 1981

Sem. d. Immatr. WINTERSEMESTER 1981

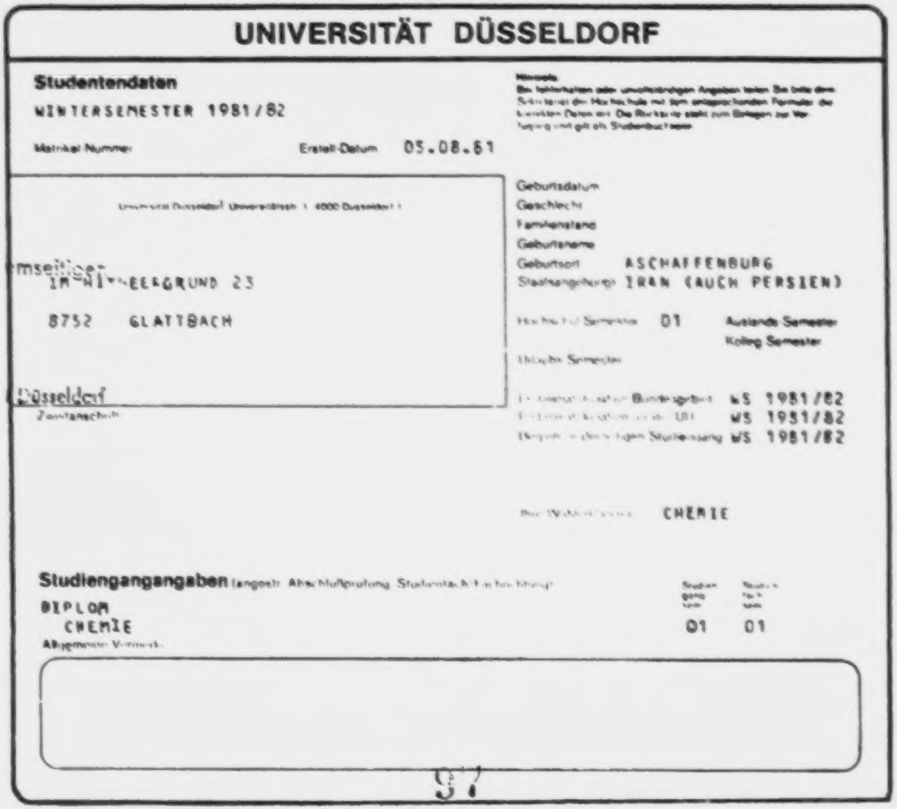
Studienfächer:

CHEMIE

Matrikelnummer

* gilt nur in Verbindung mit dem Personalausweis bzw. Paß

4.16a. Page 1, *Studienbuch* Pages from Universität Düsseldorf, Showing Registration in the Chemistry Department and Date of Matriculation



**UNIVERSITÄT DÜSSELDORF**

**Studentendaten**

WINTERSEMESTER 1981/82

Matrikel-Nummer

Erstell-Datum 05.08.81

IM WI EERGRUND 23

8752 GLATTBACH

Zustellanschrift

Geburtsdatum
Geschlecht
Familienstand
Geburtsname
Geburtsort ASCHAFFENBURG
Staatsangehörigkeit IRAN (AUCH PERSIEN)

Hochschul-Semester 01

Auslands-Semester
Kolleg-Semester

Urlaubs-Semester

WS 1981/82
WS 1981/82
WS 1981/82

CHEMIE

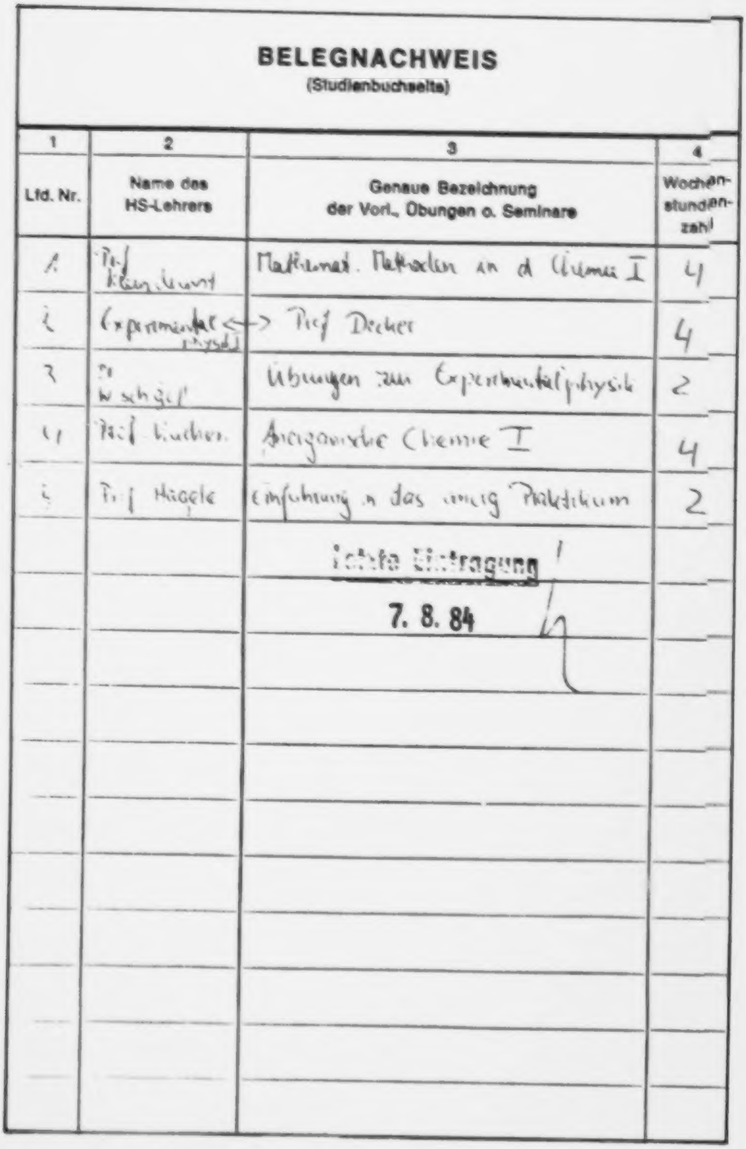
**Studiengangangaben**

DIPLOM
CHEMIE 01 01

Allgemeine Vermerke

4.16b. Page 2, *Studienbuch* Pages from Universität Düsseldorf, Showing Registration in the Chemistry Department and Date of Matriculation

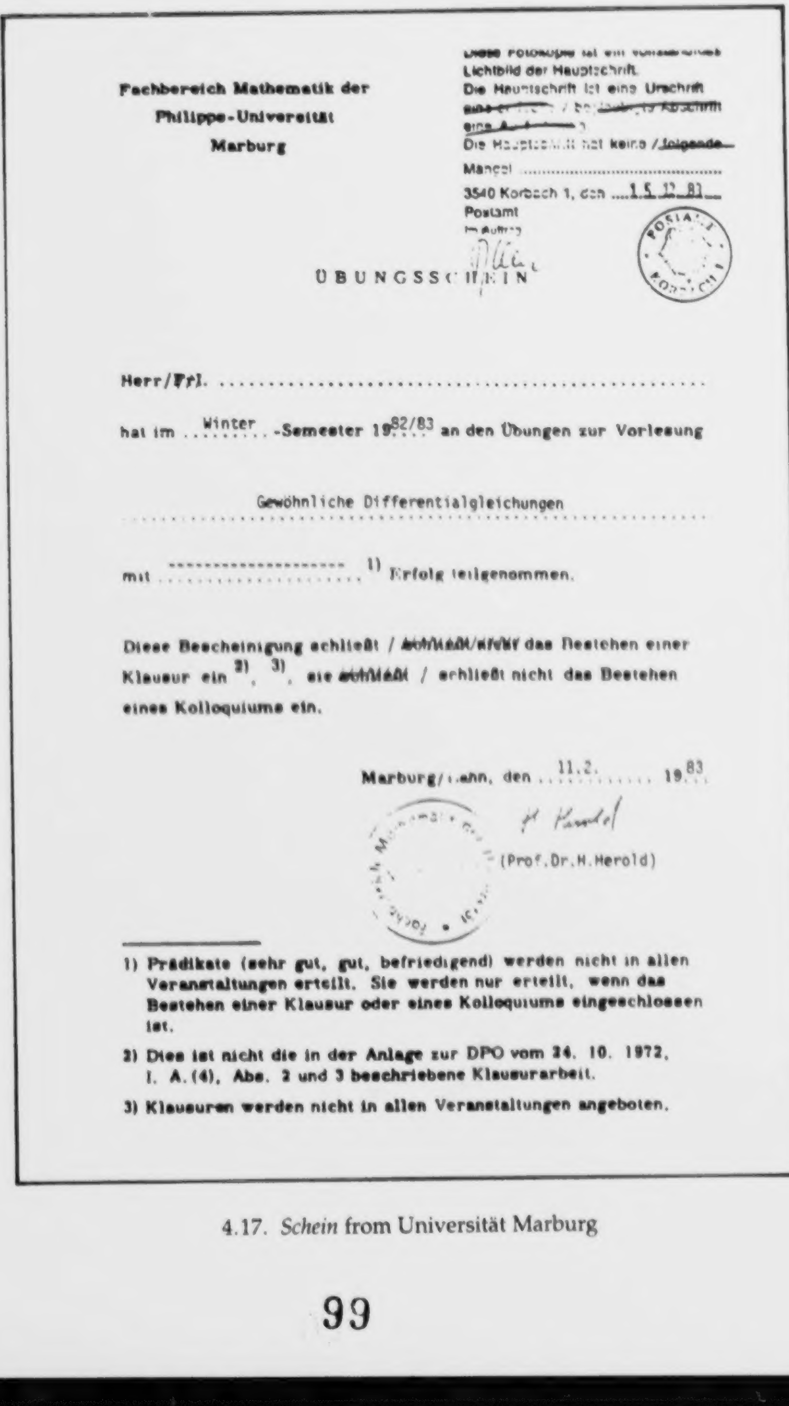
BEST COPY AVAILABLE



**BELEGNACHWEIS**
(Studienbuchseite)

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Lfd. Nr. | Name des HS-Lehrers | Genaue Bezeichnung der Vorl., Übungen o. Seminare | Wochenstundenzahl |
| 1 | Prof Kleinkunst | Mathemat. Methoden an d Chemie I | 4 |
| 2 | Experimentalphysik <—> | Prof Decker | 4 |
| 3 | Pr Weschgel | Übungen zur Experimentalphysik | 2 |
| 4 | Prof Kucher. | Anorganische Chemie I | 4 |
| 5 | Prof Hägele | Einführung in das anorg Praktikum | 2 |
| | | letzte Eintragung | |
| | | 7. 8. 84 | |

4.16c. Page 3, *Studienbuch* Pages from Universität Düsseldorf, Showing Courses for Which Student Registered



Fachbereich Mathematik der
Philipps-Universität
Marburg

Diese Fotokopie ist ein vollständiges
Lichtbild der Hauptschrift.
Die Hauptschrift ist eine Urschrift
~~eine~~ [illegible] / [illegible] Abschrift
~~eine Ausfertigung~~)
Die Hauptschrift hat keine / ~~folgende~~
Mängel ........................................
3540 Korbach 1, den ...15 12 83...
Postamt
Im Auftrag

ÜBUNGSSCHEIN

Herr/~~Frl.~~ ..................................................

hat im ...Winter...-Semester 19 82/83 an den Übungen zur Vorlesung

Gewöhnliche Differentialgleichungen
..................................................

mit ------------------ [1] Erfolg teilgenommen.

Diese Bescheinigung schließt / ~~schließt nicht~~ das Bestehen einer Klausur ein [2], [3], sie ~~schließt~~ / schließt nicht das Bestehen eines Kolloquiums ein.

Marburg/Lahn, den ...11.2.... 19 83

H Herold
(Prof.Dr.H.Herold)

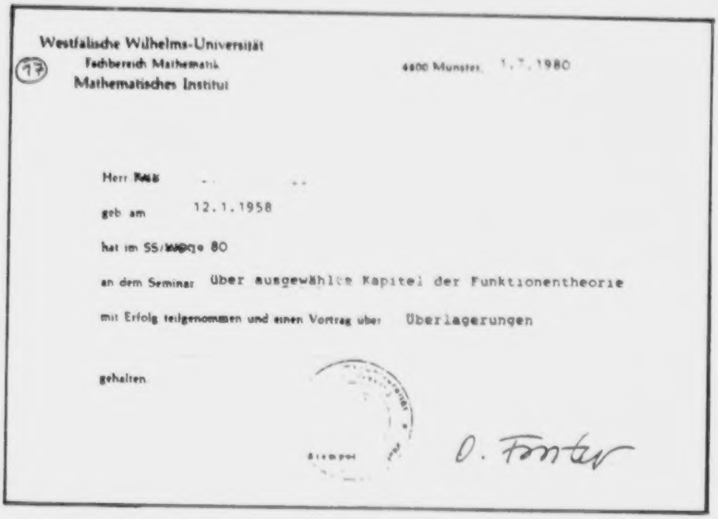
---

[1] Prädikate (sehr gut, gut, befriedigend) werden nicht in allen Veranstaltungen erteilt. Sie werden nur erteilt, wenn das Bestehen einer Klausur oder eines Kolloquiums eingeschlossen ist.

[2] Dies ist nicht die in der Anlage zur DPO vom 24. 10. 1972, I. A.(4), Abs. 2 und 3 beschriebene Klausurarbeit.

[3] Klausuren werden nicht in allen Veranstaltungen angeboten.

4.17. *Schein* from Universität Marburg



Westfälische Wilhelms-Universität
⑰ Fachbereich Mathematik
Mathematisches Institut

4400 Munster, 1.7.1980

Herr [redacted]

geb am 12.1.1958

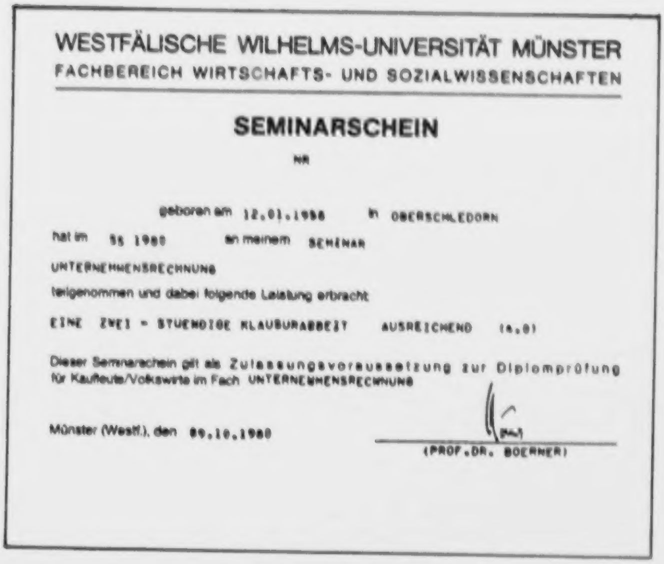
hat im SS/[illegible] 80

an dem Seminar Über ausgewählte Kapitel der Funktionentheorie

mit Erfolg teilgenommen und einen Vortrag uber Überlagerungen

gehalten

O. Forster



WESTFÄLISCHE WILHELMS-UNIVERSITÄT MÜNSTER
FACHBEREICH WIRTSCHAFTS- UND SOZIALWISSENSCHAFTEN

SEMINARSCHEIN

NR

geboren am 12.01.1958 in OBERSCHLEDORN

hat im SS 1980 an meinem SEMINAR

UNTERNEHMENSRECHNUNG

teilgenommen und dabei folgende Leistung erbracht

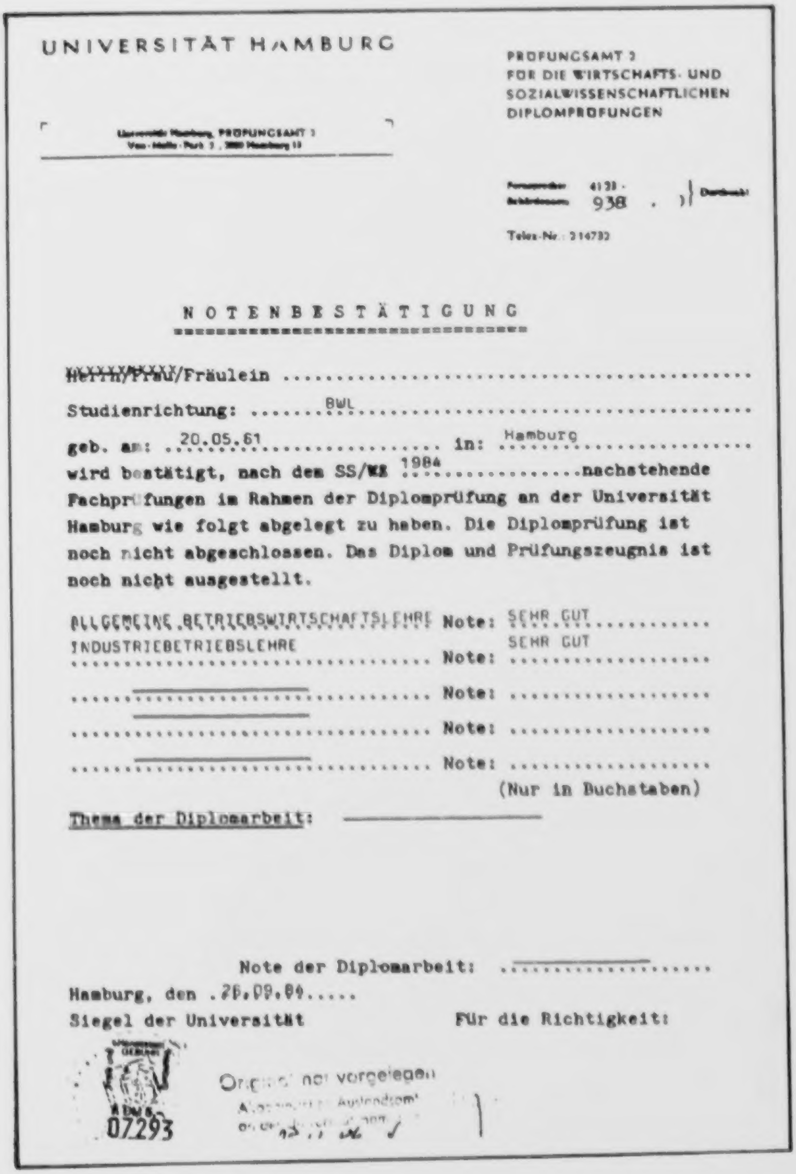
EINE ZWEI - STUENDIGE KLAUSURARBEIT AUSREICHEND (4,0)

Dieser Seminarschein gilt als Zulassungsvoraussetzung zur Diplomprüfung für Kaufleute/Volkswirte im Fach UNTERNEHMENSRECHNUNG

Münster (Westf.), den 09.10.1980

(PROF.DR. BOERNER)

4.18a. & 4.18b. Examples of Two *Scheine* from the Same Institution (Universität Münster)



UNIVERSITÄT HAMBURG

Universität Hamburg, PRÜFUNGSAMT 3
Von-Melle-Park 5, 2000 Hamburg 13

PRÜFUNGSAMT 3
FÜR DIE WIRTSCHAFTS- UND
SOZIALWISSENSCHAFTLICHEN
DIPLOMPRÜFUNGEN

Fernsprecher 4123-
Behördennetz 938 . ) Durchwahl

Telex-Nr.: 214732

N O T E N B E S T Ä T I G U N G

~~Herrn/Frau~~/Fräulein ........................................

Studienrichtung: .......BWL.......................................

geb. am: ..20.05.61...................... in: ....Hamburg..................

wird bestätigt, nach dem SS/~~WS~~ 1984 ...............nachstehende Fachprüfungen im Rahmen der Diplomprüfung an der Universität Hamburg wie folgt abgelegt zu haben. Die Diplomprüfung ist noch nicht abgeschlossen. Das Diplom und Prüfungszeugnis ist noch nicht ausgestellt.

| | |
|---|---|
| ALLGEMEINE BETRIEBSWIRTSCHAFTSLEHRE | Note: SEHR GUT |
| INDUSTRIEBETRIEBSLEHRE | Note: SEHR GUT |
| ......................... | Note: ......................... |
| ......................... | Note: ......................... |
| ......................... | Note: ......................... |

(Nur in Buchstaben)

Thema der Diplomarbeit:

Note der Diplomarbeit: ........................

Hamburg, den .26.09.84.....

Siegel der Universität

Für die Richtigkeit:

07293

Original hat vorgelegen
Akademisches Auslandsamt
[illegible]

4.19. *Notenbestätigung* from Universität Hamburg

### DAAD and Fulbright Transcripts

Students participating in programs sponsored by the Deutscher Akademischer Austauschdienst or DAAD (German Educational Exchange Service) or the Fulbright Commission will present lists of coursework that approximate a transcript. These documents can be extremely helpful because they denote the number of semesters, types of courses, type of performance required of the student, and the grades received.

## Other Higher Education Institutions

### TEACHER TRAINING COLLEGE (*PÄDAGOGISCHE HOCHSCHULE*)

The *Pädagogische Hochschule* (PH) trains teachers and, while it may grant the doctorate, it places less emphasis than the university on the unity of teaching and research. The PH trains *Grundschule, Hauptschule*, and *Realschule* teachers in various academic subjects, didactics, and educational psychology. With the reform of primary and secondary education, many of the PH have been or are being absorbed by the universities. PH remain in only three states: Baden-Württemburg, Rhineland-Palatinate, and Schleswig-Holstein. In Rhineland-Palatinate, PH are called *Erziehungswissenschaftliche Hochschulen*. For more details on the PH, see Teacher Training later in the chapter.

### COMPREHENSIVE UNIVERSITY (*GESAMTHOCHSCHULE*)

The *Gesamthochschule*, established in the 1970s as part of the reform movement, attempts to bring together the resources and facilities of all the institutions of higher education under one roof. It is designed to offer the student more options and greater permeability of study courses. The *Gesamthochschule* combines the programs of universities, technical universities, teacher training colleges, polytechnics, and even art colleges in one institution. There are presently seven integrated *Gesamthochschulen*, and, while the 1970s saw their formation and expansion, the revision of the Hochschulrahmengesetz (HRG) will remove their designation as the preferred model for future tertiary institutions in Germany. Thus, while the existing institutions will remain, further expansion of this form of university structure is unlikely in the future.

The first *Gesamthochschule* was established in 1970 in Hesse at Kassel. The other six are in North Rhine-Westphalia at Duisburg, Essen, Hagen, Paderborn, Siegen, and Wuppertal. These are areas where the reform movement was strong in the 1960s, but the location of the *Gesamthochschulen* is also a reflection of the needs of the highly populated Ruhr region. With a population of more than 5,000,000 inhabitants, this area lacked sufficient facilities of higher education to serve its growing population.

Access is one distinct feature of the *Gesamthochschule*, because, unlike the university, the *Gesamthochschule* admits students with the *Fachhochschulreife* (entrance qualification for polytechnic university) as well as students with the *Abitur* (secondary school leaving certificate). The *Gesamthochschule* is therefore the only research-oriented institution open to students who have come through the vocational education route (ending at the *Fachoberschule* or technical secondary school) to higher education.

While the *Gesamthochschule* offers the normal university curriculum for those students who choose a conventional method of study, it is noteworthy for another of its options, the integrated course of study. Integrated courses of study offer the choice of a three-year, practice-oriented degree program or a four-year, research-oriented degree program. In North Rhine-Westphalia, *Gesamthochschule* students entering an integrated course of study may undertake the *Grundstudium* (normally four semesters), and, after passing the intermediate examination, choose either to continue for two additional semesters and receive the equivalent of a *Fachhochschule Diplom*, or to continue for four additional semesters in a more theoretical program of study and complete the equivalent of a university *Diplom*. The choice in the *Hauptstudium* (Stage II or main study) of an integrated program lies between the shorter, practice-oriented curriculum and the longer, research-oriented curriculum. Students who have entered an integrated program with only the *Fachhochschulreife* must complete additional "bridging courses" between semesters if they wish to complete the longer program.

At the *Gesamthochschule* in Hesse (at Kassel) the integrated model works a bit differently. It is an "add-on model," requiring all students to complete a three-year course of study culminating in the certificate equivalent to that awarded for completion of the *Fachhochschule*. Students may then add on the final segment, usually of two semesters, to qualify for the certificate equivalent to that awarded for completion of the university studies.

While the integrated programs of study are the distinctive feature of the *Gesamthochschule*, as a university-level institution the *Gesamthochschule* also prepares students in more traditional courses of study leading to state examinations, the *Diplom*, the *Magister Artium*, and even the doctorate. It is sometimes difficult to distinguish between credentials from an integrated program, because not all clearly identify the program as such. *Gesamthochschule* credentials usually include duration of study (sometimes denoted as *Regelstudienzeit* on the certificate). See *The Educational System in the Federal Republic of Germany* (1979) for examples of integrated curricula at *Gesamthochschulen*.

## CHURCH AND THEOLOGICAL COLLEGE: *KIRCHLICHE HOCHSCHULE* (PROTESTANT CHURCH COLLEGE) AND *PHILOSOPHISCH-THEOLOGISCHE HOCHSCHULE* (CATHOLIC THEOLOGICAL COLLEGE)

Religion was one of the standard disciplines offered at the classic old universities in Germany and remains so at about one third of the universities today. Since religion/ethics is still a required part of the elementary and secondary curriculum, students study theology not only for the clergy but also for the state examinations to become teachers of religion.

Theology may also be studied at the various theological colleges. Under the HRG, these colleges are state recognized "if their courses of study are demonstrably equivalent to those offered at a state institution." Thus, the theological colleges are comparable to the other institutions defined in the realm of higher education; most belong to the West German Rectors Conference (WRK), and some even grant the doctorate. Some offer an intermediate philosophical examination at the end of four semesters to mark the end of the *Grundstudium* (Stage I or basic study). They differ from other colleges mainly in that they offer a limited number of disciplines (usually classical languages, music, pedagogy, philosophy, sociology, and theology).

Studies in theology and religion culminate in a variety of degrees/examinations which overlap in some instances because of historical developments and which differ because of the student's career goals. The following examinations in theology are offered:

—*Kirchliche/Theologische Prüfung* (Church/Theological Examination). These examinations are taken by students who intend to enter the church as a pastor or priest. They are given by the colleges but are under the authority of the church rather than of the state. An official of the church usually chairs the examination committee, and faculty members participate in the examinations. At the end of the course of study (normally eight semesters), the student sits for the *erste Kirchliche/Theologische Prüfung* (first church/theological examination). This examination is followed by a preparatory period of approximately two years of church service after which the student takes the *zweite Kirchliche/Theologische Prüfung* (second church/theological examination), passage of which leads to employment as a pastor or priest.

—*Staatsprüfungen* (State Examinations). Students who intend to teach religion or religious studies in the school system prepare and take the *erste* and *zweite Staatsprüfungen* (first and second state examinations) in the same manner as students preparing to teach in other disciplines. They take the *erste Staatsprüfung* (first state examination) after completing their course of study and the *zweite Staatsprüfung* (second state examination) after a preparatory period of practice teaching in the schools. As is the case for *Staatsprüfungen* in other disciplines, the *Staatsprüfungen* for religion are administered by the states.

—*Fakultätsexamen* and *Lizentiatenprüfung* (Faculty Examinations). The *Fakultätsexamen* is administered by the Protestant colleges and the *Lizentiatenprüfung* by the Catholic colleges. They both represent culmination of study at the *Hochschule* and are exclusively "academic" in character; they do not qualify students for the clergy. Although the requirements are similar to the requirements for the *Kirchliche/Theologische Prüfung*, the faculty, rather than the clergy, administers the examination. Until the introduction of the *Diplom* and *Magister Artium* examinations (see below) at the theological colleges, the *Fakultätsexamen* and *Lizentiatenprüfung* were considered the traditional "first degree" in theology.

—*Diplom* and *Magister Artium*. The *Diplom* and the *Magister Artium* were introduced relatively recently as degrees in both *Kirchliche* and *Philosophische Hochschulen*. They were introduced in part to replace the *Fakultätsexamen* and *Lizentiatenprüfung*, both of which are less well-known outside church circles. This move to standardize the degrees, however, is incomplete; in fact, some institutions still administer both the *Diplom* and the *Lizentiatenprüfungen*.

The Judaic College in Heidelberg grants the *Magister Artium* after successful completion of nine semesters and the final examination. It also has the right to grant the doctorate in Judaic Studies.

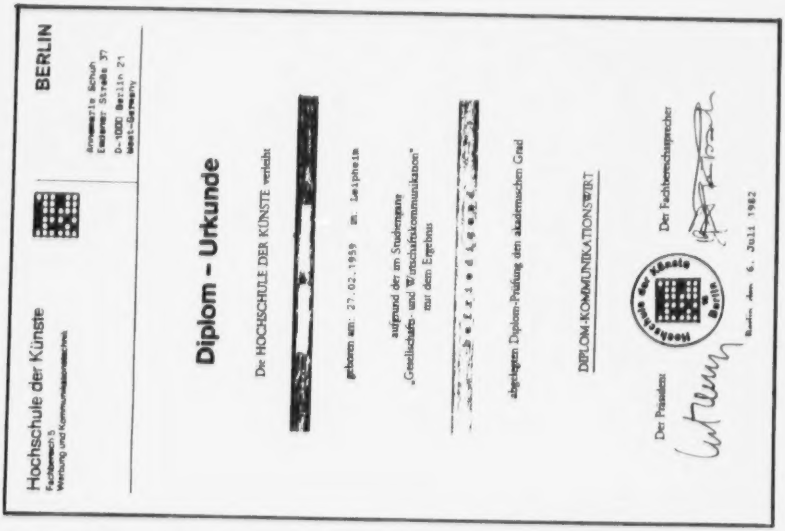
## ART AND MUSIC COLLEGES (*KUNST- UND MUSIKHOCHSCHULEN*)

Since art and music were not among the traditional disciplines offered at the classical universities in Germany, studies in these areas traditionally took place at separate institutions which developed their own criteria for admission and study. The HRG brought these art and music colleges into the general higher education structure and granted them the same legal status as the universities. While some music colleges grant the *Diplom* or *Magister Artium* and some art colleges award the *Diplom* and prepare students for the state examinations to become teachers, in many instances they operate differently from other institutions with regard to admissions criteria and study content. Credentials from art and music colleges will, therefore, rarely reflect the student's previous academic background. Document 4.20 is a *Diplom* from the Hochschule der Künste, Berlin. It is important to note that in the case of the art colleges (unlike most other institutions of higher education), most, but not all, have the actual title, *Hochschule*. Some are academies; it is the single example of an academy qualifying as an institution of higher education. Private schools may also teach music and art although they are not state-recognized and do not grant degrees.

### Music Colleges (*Musikhochschulen*)

Admission to the music colleges is highly competitive and based in large part on musical talent. Most students attending have completed the *Abitur* (secondary school leaving certificate), but highly talented students may enter with the *Mittlere Reife* (middle maturity certificate) or its equivalent or while still attending the *Gymnasium* (see Chapter 2 for a discussion of the *Gymnasium*). Almost all state colleges of music require entrance examinations to determine preparation both in performance mastery and in theory.

The music colleges are highly oriented toward performance. Musicology, for instance, is not among the degree offerings at the music colleges. This scholarly discipline is offered almost exclusively at the university. Furthermore, while the music colleges offer a program to train teachers of music, only about 15% of music teachers in the public schools have come from music colleges; 85% have taken their training at the university or teacher training colleges.



Hochschule der Künste
Fachbereich 5
Werbung und Kommunikationstechnik

BERLIN

Annemarie Schuh
Emdener Straße 37
D-1000 Berlin 21
West-Germany

## Diplom - Urkunde

Die HOCHSCHULE DER KÜNSTE verleiht

[redacted]

geboren am: 27.02.1959 in: Leipheim

aufgrund der im Studiengang
„Gesellschafts- und Wirtschaftskommunikation"
mit dem Ergebnis

[redacted] befriedigend

abgelegten Diplom-Prüfung den akademischen Grad

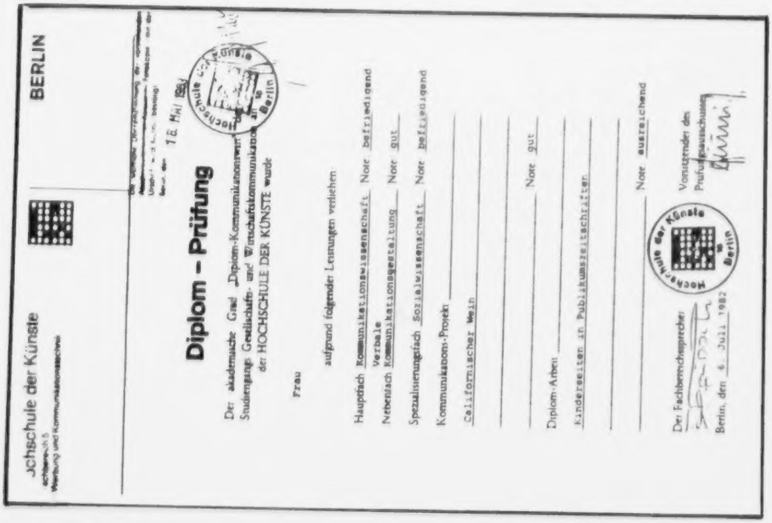
DIPLOM-KOMMUNIKATIONSWIRT

Der Präsident

Der Fachbereichssprecher

Berlin, den 6. Juli 1982

4.20a. Page 1, *Diplom* from Hochschule der Künste, Berlin (West) Showing Degree Awarded and Overall Average



Hochschule der Künste
Fachbereich 5
Werbung und Kommunikationstechnik

BERLIN

18. MAI 1983

## Diplom - Prüfung

Der akademische Grad „Diplom-Kommunikationswirt" des Studiengangs Gesellschafts- und Wirtschaftskommunikation an der HOCHSCHULE DER KÜNSTE wurde

Frau

aufgrund folgender Leistungen verliehen:

Hauptfach Kommunikationswissenschaft Note befriedigend

Nebenfach Verbale Kommunikationsgestaltung Note gut

Spezialisierungsfach Sozialwissenschaft Note befriedigend

Kommunikations-Projekt

Californischer Wein

Note gut

Diplom-Arbeit

Kinderseiten in Publikumszeitschriften

Note ausreichend

Der Fachbereichssprecher

Vorsitzender des Prüfungsausschusses

Berlin, den 6. Juli 1982

4.20b. Page 2, *Diplom* from Hochschule der Künste, Berlin (West), Showing Examination Results

Students pursue courses of study at the music colleges based on their career objective. The majority of students at the music colleges are studying for performance careers (43%) or for private teaching careers (22%).

Study courses are available for the following musical professions.

Concert Artist—This area includes performance as well as conducting and requires very high standards of its students. Students progress from basic to master classes. The course of study usually lasts eight to ten semesters and concludes with a final examination called the *Künstlerische Reifeprüfung* or *Künstlerische Abschlussprüfung* (artistic maturity or artistic completion examination). Both examinations designate the highest achievement in the performing arts. Document 4.21 is a *Diplom, Künstlerische Abschlussprüfung* from the Hochschule für Musik Rheinland, Düsseldorf. Some of the music colleges also offer dance and acting with the performing arts.

Orchestral Musician or Choral Singer—Similar to training for the concert musician, this program lasts six to eight semesters and culminates with the *berufliche Reifeprüfung* (examination of professional readiness), passage of which qualifies the graduate for a performance career.

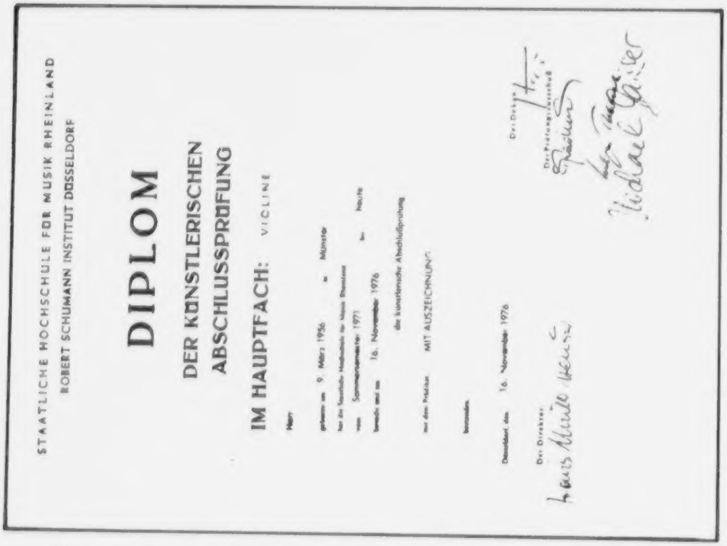
Music Teachers—Music teachers in the public schools must possess the *Abitur* and fulfill the teacher training requirements (six to eight semesters) for the level at which they wish to teach. Studies culminate in the state teachers' examinations (*erste und zweite Staatsprüfung für das Lehramt*). Students preparing to become private music teachers must have the *Mittlere Reife*. The six-semester program culminates in a state examination for music teachers and private music teachers (*Staatliche Prüfung für Musiklehrer und selbständige Musiklehrer, Privatmusiklehrerprüfung*). Document 4.22 is a *Zeugnis, Staatliche Prüfung für Musiklehrer* (private music teacher) from Frankfurt.

Church Musicians—Students wishing to become church musicians may study at three different levels. Level A is designed for students who wish to pursue a fulltime career at a large parish in a major city. Level A requires the *Abitur* for entry. After eight semesters, students sit for the *Kirchenmusikprüfung* A (church music examination A). Level B prepares students for a career in a medium-sized parish. It requires the *Mittlere Reife* for entry and lasts six semesters, after which students sit for the *Kirchenmusikprüfung* B (church music examination B). Level C prepares students for part-time jobs at small parishes. Students sit for the *Kirchenmusikprüfung* C (church music examination C) after two-to-four semesters.

Sound Engineers—Students wishing to study sound technology at the *Musikhochschule* must have the *Abitur*. The course of study lasts eight semesters and culminates in an examination granting the *Diplom*.

### Art Colleges (*Kunsthochschulen*)

Like the music colleges, the art colleges offer courses of study which vary in admission and curricular requirements depending upon the career for which



STAATLICHE HOCHSCHULE FÜR MUSIK RHEINLAND
ROBERT SCHUMANN INSTITUT DÜSSELDORF

DIPLOM

DER KÜNSTLERISCHEN ABSCHLUSSPRÜFUNG

IM HAUPTFACH: VIOLINE

Herr

geboren am 9. März 1956 in Münster

hat die Staatliche Hochschule für Musik Rheinland

vom Sommersemester 1971 bis heute

besucht und am 16. November 1976

die künstlerische Abschlußprüfung

mit dem Prädikat MIT AUSZEICHNUNG

bestanden.

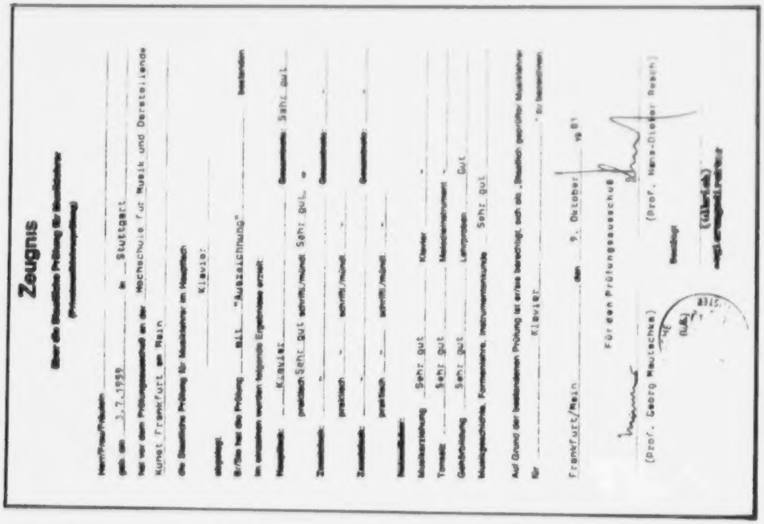
Düsseldorf, den 16. November 1976

Der Direktor

Der Dekan

Der Prüfungsausschuß

4.21. *Diplom, Künstlerische Abschlussprüfung* from Hochschule für Musik Rheinland, Düsseldorf



Zeugnis

über die Staatliche Prüfung für Musiklehrer
(Privatmusiklehrerprüfung)

Herr/Frau/Fräulein

geb. am 3.7.1959 in Stuttgart

hat vor dem Prüfungsausschuß an der Hochschule für Musik und Darstellende Kunst Frankfurt am Main

die Staatliche Prüfung für Musiklehrer im Hauptfach

Klavier

abgelegt.

Er/Sie hat die Prüfung mit "Auszeichnung" bestanden.

Im einzelnen wurden folgende Ergebnisse erzielt:

Hauptfach: Klavier Gesamtnote: Sehr gut
praktisch Sehr gut schriftl./mündl. Sehr gut

Zusatzfach: - Gesamtnote: -
praktisch - schriftl./mündl. -

Zusatzfach: - Gesamtnote: -
praktisch - schriftl./mündl. -

Nebenfächer:

Musikerziehung Sehr gut Klavier -
Tonsatz Sehr gut Melodieinstrument -
Gehörbildung Sehr gut Lehrproben Gut
Musikgeschichte, Formenlehre, Instrumentenkunde Sehr gut

Auf Grund der bestandenen Prüfung ist er/sie berechtigt, sich als „Staatlich geprüfter Musiklehrer für Klavier" zu bezeichnen.

Frankfurt/Main den 9. Oktober 19 81

Für den Prüfungsausschuß

(Prof. Georg Mautschka) (Prof. Hans-Dieter Resch)

Beglaubigt

(Ulbrich)
Regierungsdirektor

4.22. *Zeugnis, Staatliche Prüfung für Musiklehrer* (Private Music Teacher), Frankfurt the student seeks preparation. In some cases studies lead to the *Diplom* (in design and architecture) or state examinations for public school teachers but many of the programs culminate in internal examinations (*Künstlerische Abschlussprüfungen*). In addition to studies in architecture and art education, the art schools offer a broad spectrum of fine and applied arts such as commercial art, design, film, glass blowing, goldsmithing, graphic arts, interior decoration, jewelry making, painting, pottery, and stage design. In most cases, the *Abitur* plus proof of substantial artistic talent are required for admission.

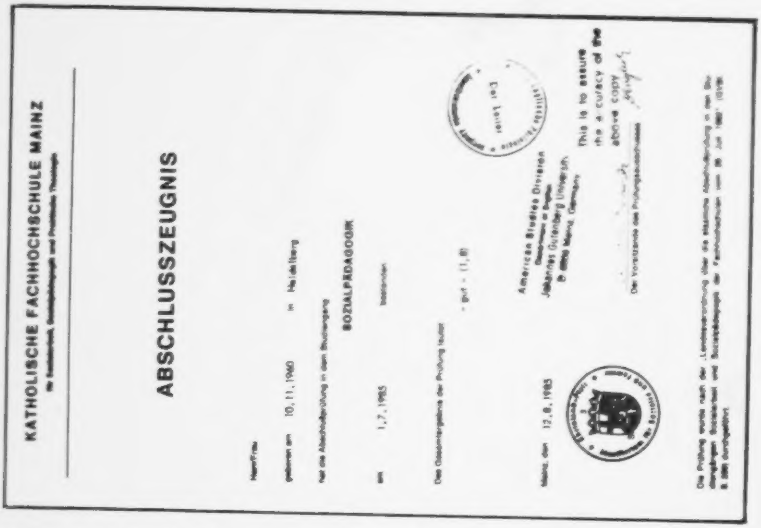
## POLYTECHNIC UNIVERSITY (*FACHHOCHSCHULE*)

The third in the legally defined categories of higher education institutions is the *Fachhochschule* or polytechnic university. A relatively new branch of higher education, the *Fachhochschule* was established in the early 1970s as part of the reform effort to diversify forms of education. Because the *Fachhochschule* is included in the HRG, it operates under the same regulations as universities with regard to governance, faculty ranks, and general organization. The *Fachhochschule* differs from the university in its practical orientation. Unlike the theoretical and research-oriented aims of the university, the goal of the *Fachhochschule* is to convey scientific and artistic knowledge with specific emphasis on practical applications. Its orientation, while academic, is not research-oriented. In its relatively short, twenty-year history, the *Fachhochschule* has grown so rapidly that it probably constitutes the single most profound product of educational reform in the 1970s.

The *Fachhochschule* developed out of the highest level of vocational training, the former engineering schools (*Ingenieurschulen*) and higher technical schools (*Höhere Fachschulen*). This new form was established to meet the needs of both the growing student population and the increased training required by expanding technological fields. In its combination of academic and practical approaches, the *Fachhochschule* represents a new relationship between higher education and the employment system.

The *Fachhochschule* offers the *Diplom* in a variety of about fifty disciplines. See Documents 4.23 and 4.24 for a sample *Abschlusszeugnis* from the Fachhochschule Mainz, and a *Diplom* from the Fachhochschule Furtwangen, respectively. Of the disciplines, engineering dominates; almost 45% of *Fachhochschule* graduates in 1981 completed an engineering subject, and more than 65% of engineering graduates in all institutions of higher education came from *Fachhochschulen*. Second to engineering in popularity at the *Fachhochschule* are economic and social sciences, which made up 42% of recent graduates.

Of the more than 150 *Fachhochschulen*, many, but not all, are state institutions offering a variety of disciplines. None offers all fifty of the possible disciplines, and some are specialized institutions offering courses only in a single discipline such as library science, law enforcement, or religious counseling. Some are open only to civil servants for the specific purposes of their occupational training. Table 4.2 lists some of the disciplines offered at the polytechnic university.



KATHOLISCHE FACHHOCHSCHULE MAINZ
für Sozialarbeit, Sozialpädagogik und Praktische Theologie

ABSCHLUSSZEUGNIS

Herr/Frau

geboren am 10.11.1960 in Heidelberg

hat die Abschlußprüfung in dem Studiengang

SOZIALPÄDAGOGIK

am 1.7.1985 bestanden

Das Gesamtergebnis der Prüfung lautet

- gut - (1,8)

Mainz, den 12.8.1985

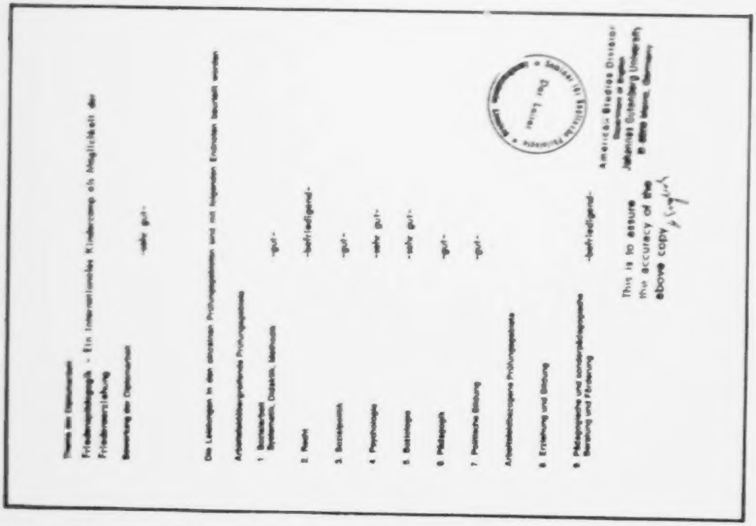
Der Vorsitzende des Prüfungsausschusses

American Studies Division
Department of English
Johannes Gutenberg Universität
D-6500 Mainz, Germany

This is to assure the accuracy of the above copy

Die Prüfung wurde nach der „Landesverordnung über die staatliche Abschlußprüfung in den Studiengängen Sozialarbeit und Sozialpädagogik der Fachhochschulen vom 28. Juli 1982" (GVBl. S. 288) durchgeführt.

4.23a. Page 1, *Abschlusszeugnis* (*Diplom*) from Katholische Fachhochschule Mainz, Showing *Diplom* Awarded and Overall Average



Thema der Diplomarbeit

Friedenspädagogik - Ein internationales Kindercamp als Möglichkeit der Friedenserziehung

Bewertung der Diplomarbeit

-sehr gut-

Die Leistungen in den einzelnen Prüfungsgebieten sind mit folgenden Endnoten beurteilt worden

Arbeitsfeldübergreifende Prüfungsgebiete

| | |
|---|---|
| 1 Sozialarbeit Systematik, Didaktik, Methodik | -gut- |
| 2 Recht | -befriedigend- |
| 3 Sozialpolitik | -gut- |
| 4 Psychologie | -sehr gut- |
| 5 Soziologie | -sehr gut- |
| 6 Pädagogik | -gut- |
| 7 Politische Bildung | -gut- |

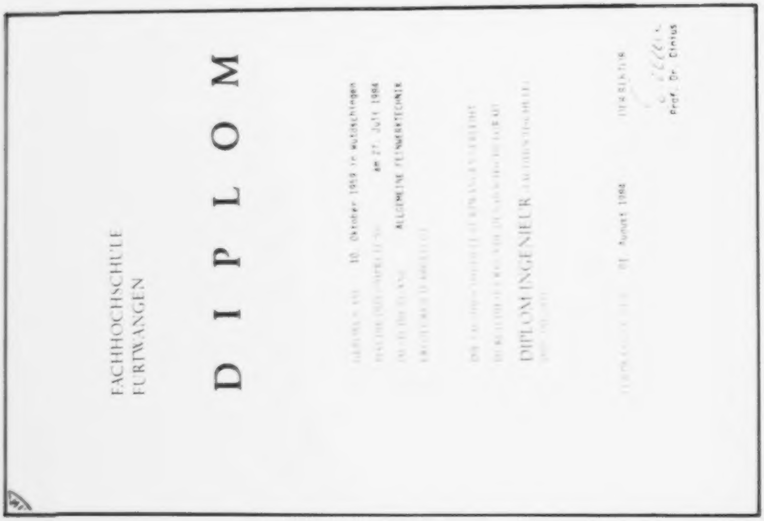
Arbeitsfeldbezogene Prüfungsgebiete

| | |
|---|---|
| 8 Erziehung und Bildung | |
| 9 Pädagogische und sonderpädagogische Beratung und Förderung | -befriedigend- |

This is to assure the accuracy of the above copy

American Studies Division
Department of English
Johannes Gutenberg Universität
D-6500 Mainz, Germany

4.23b. Page 2, *Abschlusszeugnis* (*Diplom*) from Katholische Fachhochschule Mainz, Showing Examination Results



FACHHOCHSCHULE
FURTWANGEN

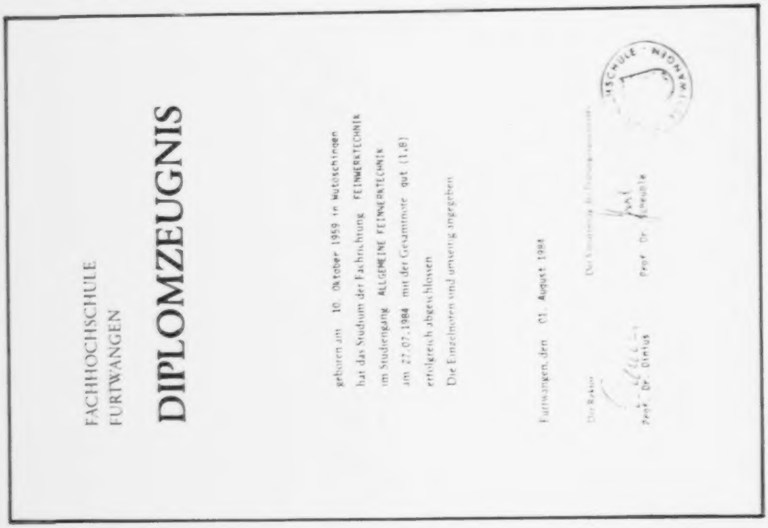
D I P L O M

10. Oktober 1959 in Wutoschingen
am 27. Juli 1984
ALLGEMEINE FEINWERKTECHNIK

DIPLOM-INGENIEUR

01. August 1984
DER REKTOR
Prof. Dr. Dinius

4.24a. Page 1, *Diplom* from Fachhochschule Furtwangen, Showing *Diplom* Awarded



FACHHOCHSCHULE
FURTWANGEN

DIPLOMZEUGNIS

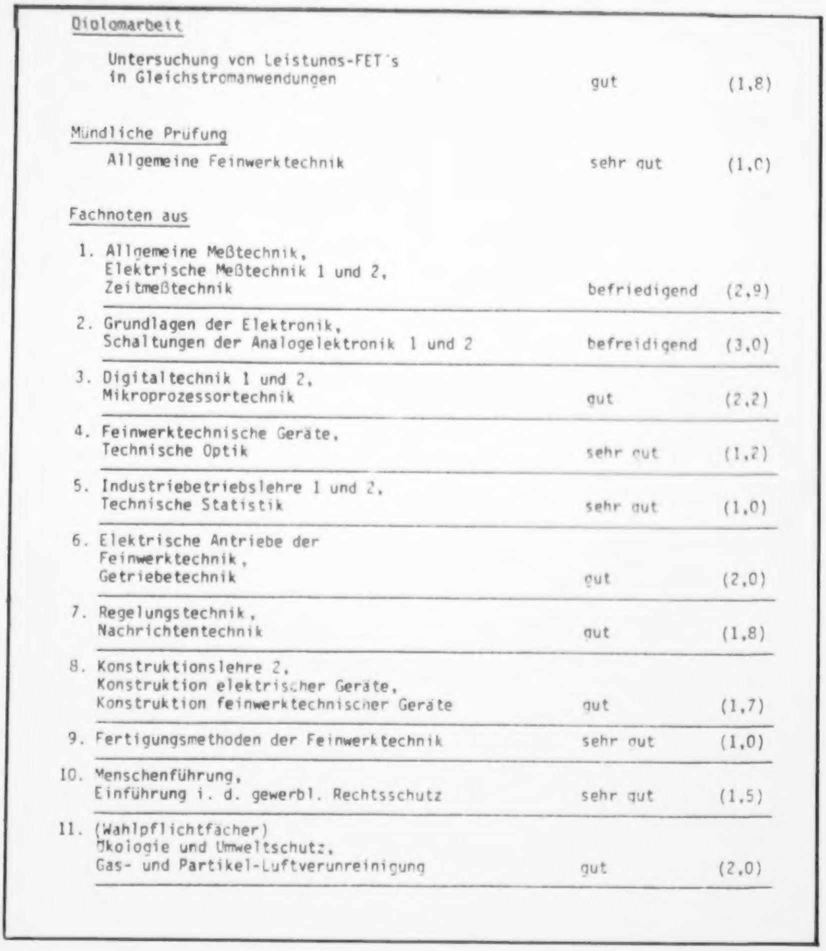
geboren am 10. Oktober 1959 in Wutoschingen
hat das Studium der Fachrichtung FEINWERKTECHNIK
im Studiengang ALLGEMEINE FEINWERKTECHNIK
am 27.07.1984 mit der Gesamtnote gut (1,8)
erfolgreich abgeschlossen
Die Einzelnoten sind umseitig angegeben

Furtwangen, den 01. August 1984

Der Rektor
Prof. Dr. Dinius

Der Vorsitzende des Prüfungsausschusses
Prof. Dr. Scheuble

4.24b. Page 2, *Diplom* from Fachhochschule Furtwangen, Showing Academic Discipline and Overall Average



| | | |
|---|---|---|
| **Diplomarbeit** | | |
| Untersuchung von Leistungs-FET's in Gleichstromanwendungen | gut | (1,8) |
| **Mündliche Prüfung** | | |
| Allgemeine Feinwerktechnik | sehr gut | (1,0) |
| **Fachnoten aus** | | |
| 1. Allgemeine Meßtechnik, Elektrische Meßtechnik 1 und 2, Zeitmeßtechnik | befriedigend | (2,9) |
| 2. Grundlagen der Elektronik, Schaltungen der Analogelektronik 1 und 2 | befreidigend | (3,0) |
| 3. Digitaltechnik 1 und 2, Mikroprozessortechnik | gut | (2,2) |
| 4. Feinwerktechnische Geräte, Technische Optik | sehr gut | (1,2) |
| 5. Industriebetriebslehre 1 und 2, Technische Statistik | sehr gut | (1,0) |
| 6. Elektrische Antriebe der Feinwerktechnik, Getriebetechnik | gut | (2,0) |
| 7. Regelungstechnik, Nachrichtentechnik | gut | (1,8) |
| 8. Konstruktionslehre 2, Konstruktion elektrischer Geräte, Konstruktion feinwerktechnischer Geräte | gut | (1,7) |
| 9. Fertigungsmethoden der Feinwerktechnik | sehr gut | (1,0) |
| 10. Menschenführung, Einführung i. d. gewerbl. Rechtsschutz | sehr gut | (1,5) |
| 11. (Wahlpflichtfächer) Ökologie und Umweltschutz, Gas- und Partikel-Luftverunreinigung | gut | (2,0) |

4.24c. Page 3, *Diplom* from Fachhochschule Furtwangen, Showing Examination Results

**Table 4.2. Selected Disciplines Offered at the *Fachhochschule***

---

Engineering Sciences:
Agriculture/Agronomy *(Landbau)*
Architecture *(Architektur)*
Ceramics and Glass Technology *(Keramik/Glastechnik)*
Chemical Engineering *(Technische Chemie)*
Chemistry *(Chemie)*
Civil Engineering *(Bauingenieurwesen)*
Clothing Technology *(Bekleidungstechnik, Bekleidungsindustrie)*
Dairy Technology *(Milch-und Molkereiwirtschaft)*
Electrical Engineering *(Elektrotechnik)*
Food Technology *(Lebensmitteltechnologie)*
Health Technology *(Technisches Gesundheitswesen)*
Horticulture *(Gartenbau)*
Interior Design *(Innenarchitektur)*
Materials Science *(Werkstofftechnik)*
Mechanical Engineering *(Maschinenbau)*, including vehicle *(Fahrzeugtechnik)*, nuclear *(Kerntechnik)*, aerospace technology *(Luftfahrzeugtechnik)*, etc.
Metal Construction *(Metallbau, Leichtbau)*
Metallurgical Engineering *(Hüttentechnik)*
Mining *(Bergbau)*
Natural Resources Conservation *(Landespflege)*
Nutrition and Domestic Technology *(Ernährungs-und Haushaltstechnik)*
Physical Engineering *(Physikalische Technik)*
Physics *(Physik)*
Plastics Engineering *(Kunststofftechnik)*
Precision Mechanics *(Feinwerktechnik)*
Printing Technology *(Druck-und Reproduktionstechnik, Druckereitechnik)*
Process Engineering *(Verfahrenstechnik)*
Production Engineering *(Produktionstechnik)*
Ship Building *(Schiffbau)*
Ship Operational Engineering *(Schiffbetriebstechnik)*
Steel Construction *(Stahlbau)*
Supply Engineering *(Versorgungstechnik/Energie-und Wärmetechnik)*
Surveying, including Cartography *(Vermessungstechnik)*
Textile Technology *(Textiltechnik)*
Timber Technology *(Holtztechnik)*
Viniculture *(Weinbau)*

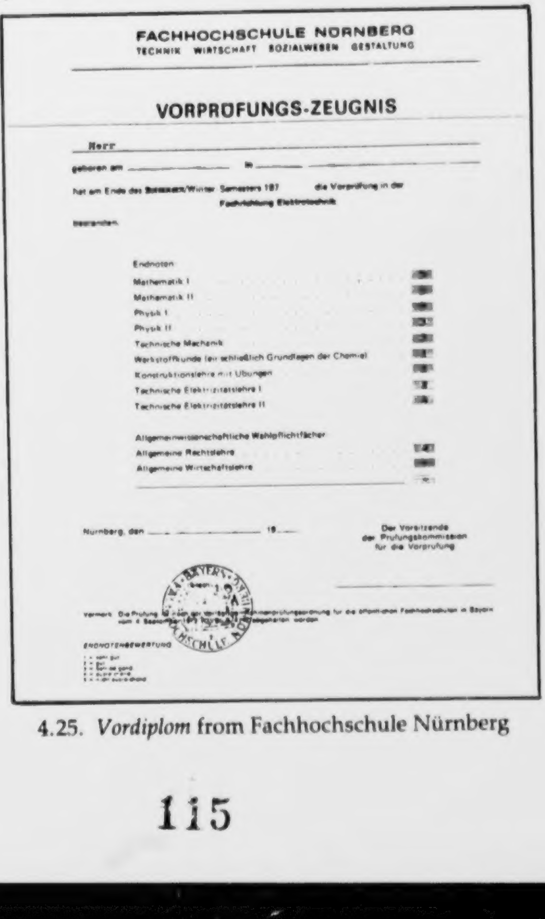
Other Disciplines:
Administration
  Administration *(Verwaltung)*
  Job and Career Counseling *(Arbeits-und Berufsberatung)*

- Administration of Justice *(Rechtspflege)*
- Computer Science *(Informatik)*
- Design
  - Design *(Gestaltung, Design)*
- Economics
  - Business Management *(Betriebswirtschaft)*
  - Economics *(Wirtschaft)*
- Economic Engineering, including Transport *(Wirtschaftsingenieurwesen)*
- Finance *(Finanzwesen)*
- Forestry *(Forstwirtschaft)*
- Library and Documentation Sciences *(Bibliothekswesen)*
- Mathematics *(Mathematik)*
- Nautics *(Seefahrt)*
- Nutrition and Domestic Science *(Ernährung und Hauswirtschaft)*
- Religious Instruction and Church Educational Activities *(Religionspädagogik und kirchliche Bildungsarbeit)*
- Social Studies
  - Social Pedagogics *(Sozialpädagogik)*
  - Social Work *(Sozialarbeit)*
- Translating and Interpreting *(Fremdsprachen, Sprachen)*

The *Fachhochschule* differs from the university in its requirements for entry, in the duration and design of coursework, and in the degrees it grants. Students must have completed twelve years of general education for admission. For entry into most *Fachhochschulen*, they must also have completed some subject-related practical training (*Fachpraktika*). The minimal entry document, the *Fachhochschulreife*, can be earned by completing the twelfth year at a *Fachoberschule* or by completing the twelfth year at a *berufliche* (vocational) *Gymnasium*. Probably more important than the minimal qualification for entry is that presently almost one-half of the students entering the *Fachhochschule* hold the *Abitur*; they have completed thirteen years of schooling and are entitled to enter the university if they wish to do so. Some disciplines at the *Fachhochschule* are even regulated by *numerus clausus*, making them still more competitive for admission.

The course of study at the *Fachhochschule* is generally shorter than at the university, and almost always includes periods of practical training in an actual firm. Actual coursework (exclusive of periods of practical training) generally totals six semesters with an additional semester for the final examinations. The academic calendar is similar to the university's calendar, with two semesters per year and a total of thirty-eight weeks of lectures. The curriculum requirements are more carefully regulated at the *Fachhochschule* than at the university, however. *Fachhochschule* students are much less independent in their preparation; more specific coursework is required of them as are more demonstrations of their achievement. Instruction is carefully organized, and performance is regularly evaluated. In short, more closely than in any other form of higher education, the *Fachhochschule* curriculum resembles the U.S. college curriculum with specific required courses, expectations of attendance, and evaluation of performance. See *The Educational System in the Federal Republic of Germany* (1979) for examples of required curriculum in the *Fachhochschule*.

The course of study at a *Fachhochschule* involves a basic segment and an advanced segment. The basic segment lasts three to four semesters and is usually followed by an intermediate examination which the student must pass before undertaking the advanced segment. Successful completion of this segment grants the *Vordiplom* (sometimes called the *Vorprüfungszeugnis* or *Zwischenzeugnis*) from the *Fachhochschule*. Document 4.25 is a sample *Vordiplom* from the Fachhochschule Nürnberg. In some disciplines, a practical semester separates the two segments. *Fachhochschule* courses generally concentrate in small working groups with extensive laboratory work and practical exercises. The aim is to balance general and theoretical knowledge with practical training so that the students obtain specifically applicable skills as well as a broad base of knowledge to enable them to adapt to future technological changes.



FACHHOCHSCHULE NÜRNBERG
TECHNIK WIRTSCHAFT SOZIALWESEN GESTALTUNG

VORPRÜFUNGS-ZEUGNIS

Herr ______

geboren am ______ in ______

hat am Ende des [redacted]/Winter Semesters 197 die Vorprüfung in der
Fachrichtung Elektrotechnik

bestanden.

| | |
|---|---|
| Endnoten | |
| Mathematik I | [redacted] |
| Mathematik II | [redacted] |
| Physik I | [redacted] |
| Physik II | [redacted] |
| Technische Mechanik | [redacted] |
| Werkstoffkunde (einschließlich Grundlagen der Chemie) | [redacted] |
| Konstruktionslehre mit Übungen | [redacted] |
| Technische Elektrizitätslehre I | [redacted] |
| Technische Elektrizitätslehre II | [redacted] |
| Allgemeinwissenschaftliche Wahlpflichtfächer | |
| Allgemeine Rechtslehre | [redacted] |
| Allgemeine Wirtschaftslehre | [redacted] |

Nürnberg, den ______ 19__

Der Vorsitzende
der Prüfungskommission
für die Vorprüfung

Vermerk: Die Prüfung ist nach der [illegible] Rahmenprüfungsordnung für die öffentlichen Fachhochschulen in Bayern vom 4. September [illegible] abgehalten worden.

ENDNOTENBEWERTUNG

4.25. *Vordiplom* from Fachhochschule Nürnberg

Similar to other institutions of higher education, the *Fachhochschule* offers four main types of classes:

—Lectures (*Vorlesungen*), at which attendance is voluntary, are part of each curriculum but are a less important part than at the university.

—Exercise Courses (*Übungen*) apply principles introduced in the lectures to specific problems. Small groups meet with the professors to discuss applications of the lectures, and students write papers elaborating on the possible solutions.

—Seminars (*Seminare*) are similar to *Übungen* but tend to go into more detailed aspects of the subjects. Students are also required to write papers in *Seminare*.

—Practicals (*Praktika*) require students to work independently and scientifically to demonstrate their ability to apply principles to specific projects.

Attendance in all but lecture classes is mandatory, and students receive grades in all but lecture classes.

The 5-point grading scale is as follows:

1.0–1.5 = *sehr gut* (very good)
1.6–2.5 = *gut* (good)
2.6–3.5 = *befriedigend* (satisfactory)
3.6–4.3 = *ausreichend* (sufficient)
above 4.3 = *ungenügend* or *nicht ausreichend* (insufficient)

A grade of 4.3 is the lowest passing grade, and students who receive at least 4.3 in a class receive a certificate called a *Schein*. At most *Fachhochschulen* students must accumulate a specific number of *Scheine* in required courses before they may take the intermediate examination and pass into the advanced segment of studies. They may not continue their course of study unless they pass this examination. The intermediate examination is administered by the *Fachhochschule* itself and, as a rule, may be repeated only once after a waiting period of one semester.

The advanced segment of studies lasts another two to three semesters. In addition, almost all courses of study require students to undergo periods of practical experience before they finish their degree.

Requirements for practical training differ depending on the state, the school, and the discipline. In some states and at some schools, at least a semester is required and more is optional; in others, practical training can be completed during semester breaks. The *Fachhochschulen* in Baden-Württemberg, for example, require two practical semesters, one before the fourth semester of coursework and one before the seventh semester. In some disciplines practical semesters can be combined into a full year of practical training.

The aspect of practical training is the strongest feature distinguishing the *Fachhochschule* from other institutions of higher education. It is considered essential both for the school and for the students because the up-to-date knowledge of the field which the students derive not only hones their preparation for their profession but also can generate innovative adjustments in the school's instruction. Generally, students are responsible for obtaining their own practical training place, although the *Fachhochschule* assists and oversees the process. The choice of place is important because the more prestigious the firm in which the student trains, the more prestigious the degree and the brighter the job prospects will be.

Studies in the advanced segment conclude with a degree examination. To be admitted to this examination, the student must present the intermediate examination certificate (*Vordiplomprüfungszeugnis* or *Zwischenzeugnis*) with an average grade of at least "sufficient" (average no greater than 4.3 from the *Grundstudium*) along with the required number of *Scheine* (with grades of at least "sufficient") from courses in the advanced segment. The degree examination consists of written and oral examinations plus a thesis. The thesis (*Hausarbeit*) is usually an extensive investigation of a current practical aspect of the profession. Students also sit for a series of written examinations (*Klausuren*) which are graded on the same 5-point scale as is their coursework. Frequently, the oral examinations are taken only if the results on the written examinations differ considerably from grades received throughout the course of study or if the student wishes to improve the grade from the written examinations.

Possible final designations on the entire examination segment (derived by averaging class, examination, and thesis grades from the 5-point scale) are:

*mit Auszeichnung bestanden* = overall average up to 1.2
(passed with excellence)
*sehr gut bestanden* = overall average above 1.2 up to 1.5
(passed very well)
*gut bestanden* = overall average above 1.5 up to 2.5
(passed well)
*befriedigend bestanden* = overall average above 2.5 up to 3.5
(passed satisfactorily)
*bestanden* = overall average above 3.5 up to 4.3
(passed)
*nicht bestanden* = overall average above 4.3
(not passed)

It is important to note that course grades are on a 5-point scale, but the final certificate (*Abschlusszeugnis*) showing the examination results will assign one of the six designations above (i.e., five degrees of passing). While the grade scale has five designations and the designations by which one graduates has six designations, the **maximum passing figure on both scales is 4.3.** It is also important to note that the final examination certificate is separate from the actual *Diplom* (also called *Gradierungsurkunde* or *Urkunde*), the former designating performance, and the latter bestowing the graduate's title.

Until 1979, graduates of the *Fachhochschule* received a certificate from the school designating their title followed by the word "graduate" (e.g., "*Ingenieur* [grad.]," or "*Betriebswirt* [grad.]"). Since 1979, *Fachhochschulen* grant the *Diplom*, the same degree as the universities and technical universities: *Diplom-Ingenieur, Diplom-Betriebswirt, Diplom-Sozialpädagoge, Diplom-Designer*. Some *Diplom* designations will include FH after the title to designate that the work was completed at a *Fachhochschule*.

Graduates of the *Fachhochschule* may continue studies at a university or technical university. The level at which they are placed depends upon the university, and may involve a course-by-course evaluation, but many universities consider *Fachhochschule* students as having finished the basic level of studies (*Grundstudium*), the *Vordiplom* level. While this placement is less than advantageous to the *Fachhochschule* graduate, it is significant because, for the student who entered the *Fachhochschule* from the vocational preparation route, it represents the single opportunity to enter the university. Presently, only around 10% of *Fachhochschule* graduates enter university studies.

Employment prospects for *Fachhochschule* graduates are excellent, and this situation accounts both for the tremendous popularity of these programs and for the fact that so few graduates choose to continue their studies at universities. The practical orientation of the *Fachhochschule* graduates makes them very attractive to employers, especially in design, manufacturing, or marketing. Furthermore, they have free access to the professional associations just as do graduates of universities. Because of the significant benefits that the *Fachhochschule* presents for students and for the employment sector, it has become a very popular choice for students in higher education. In 1982, almost 30% of new students in higher education chose to enter the *Fachhochschule*, and, because it is perceived as a flexible and innovative institution, both the number of these institutions and their share of total students will continue to grow.

## SPECIAL INSTITUTIONS OF HIGHER EDUCATION

The following institutions are legally defined as tertiary institutions and grant "fully recognized" degrees. They are unique only in that they offer coursework in only a limited area or to only a limited group of qualified students. In many cases the clientele of these institutions are limited in ways that would make their future applications to U.S. colleges and universities highly unlikely.

### The Fernuniversität Hagen (Distance University)

The Fernuniversität Hagen is an integrated comprehensive university which opened in 1975 and is unique in that it grants the normal university degrees but is, in effect, a correspondence university. The concept is a natural development of the reform movement applied to a university system which leaves students highly independent in their studies. Since the German system relies less on class attendance and continuous assessment than the U.S. system, the Fernuniversität is a logical extension of that principle of academic freedom. It presently offers coursework in programmed lesson packets to more than 23,000 students, who for various reasons cannot take part in traditional university coursework. With thirty-seven study centers located in all of the states (and even two in Austria), the Fernuniversität operates similarly to comparable institutions in the United States. Using instructional tapes, records, video cassettes, and television presentations, the Fernuniversität offers full degree programs as well as continuing education programs for teachers and other professionals. See Document 4.4 for a sample two-part *Magister Artium* from the Fernuniversität Hagen and Document 4.5 for a sample doctoral certificate from this institution. Less than 10% of its students study Fernuniversität coursework fulltime; the majority are employed or are students at other institutions who augment their coursework with Fernuniversität study.

### Universität Witten/Herdecke

Germany's first private university, the university at Witten/Herdecke, founded in 1980, is unique in Germany because it is recognized by the state of North Rhine-Westphalia but is funded totally from private sources. Presently, fewer than fifty students study medicine, dentistry, and economics at Witten/Herdecke, but degrees in Oriental studies, biology, and philosophy are planned. Witten/Herdecke is also unique in that, as a private institution, it may select its own students. Competition for admission is fierce, because the small number of students makes possible a personalization in instruction that is unavailable at the larger public institutions. From more than 100 applicants for each study place, Witten/Herdecke selects its students on the basis of interviews designed to assess social commitment, readiness to learn, and personal philosophy (the teaching hospital, for example, operates gracefully according to the anthroposophical principles of Rudolf Steiner). The curriculum includes a broad range of general education regardless of the major area of study, and students pay no fees.

### Hochschule der Bundeswehr Hamburg and Universität der Bundeswehr Neubiberg, Munich (Universities of the Army in Hamburg and Munich)

Although most universities are financed and governed by the individual states, the two universities of the army were established in 1973 under federal authority. They are like other universities in that they may grant the standard academic degrees, and their teaching staff are civilian academics. They differ from other German universities in that they are federally funded, their students are military personnel, and they follow a trimester system.

Only officers and officer candidates may study at these universities, and because their students are military personnel, these two schools operate on a trimester academic calendar which dispenses with the long vacation periods typical of the university semester calendar. The division of the academic year into trimesters also enables the standard length of study for the *Diplom* to be reduced to three years (nine trimesters). The army university at Munich may grant the doctorate and *Habilitation*.

### Deutsche Sporthochschule Köln (German Sports College in Cologne)

As the name suggests, the Sporthochschule, which is the center of much sport and physical education research, offers programs in physical education, such as the history of sports, sports medicine, recreation, sports psychology, and rehabilitation. Students may study for the *Diplom* or for the state examinations to become physical education teachers in the primary and secondary schools. The Sporthochschule may grant the doctorate.

### Hochschule für Verwaltungswissenschaften Speyer (College for the Science of Administration in Speyer)

The college for administration at Speyer is an institution which is funded federally rather than by the state and which offers postgraduate studies in administration. It is governed under the direction of the Prime Minister and sets its own requirements for admission. The college is one of the few institutions specifically designed for students who have completed a previous course of study elsewhere. Students at Speyer typically are civil servants or other administrators. They may study for a degree in administration or simply take courses as needed. Workshops of varying duration are also offered to groups on a contract basis. This institution differs from the numerous *Fachhochschulen* for administration in that it is a postgraduate institution which may grant university degrees, including the doctorate.

## Selected Programs of Study

### Studies of Dentistry, Medicine, Pharmacy, and Veterinary Medicine

DENTISTRY (*ZAHNMEDIZIN*)

Students may study dentistry at twenty-three universities and at the medical college at Hannover. The minimum duration of studies is ten semesters followed usually by a one- to two-year phase as an assistant dentist in a practice or clinic. Students must pass a preliminary examination in natural science after two semesters of study, a preliminary dental examination (*Zahnärztliche Vorprüfung*) after five semesters, and the dental examination (*Zahnärztliche Prüfung*) after ten semesters. Successful completion of this examination grants the title of dentist (*Zahnarzt*). Three years of further training is provided in the specialties of orthodontics and oral surgery. It is important to note that the title *Dr. med. dent.* in Germany is an academic title denoting completion of a dissertation in dentistry. The state regulates the examinations entitling dentists to practice, but the university regulates the academic title *Dr. med. dent*. (The same distinction is true of the titles in medicine and veterinary medicine.)

## MEDICINE (*MEDIZIN*)

About 75,000 students study medicine with twenty-five faculties at universities, two medical colleges, and one private university. The study of medicine and the licensing of physicians are federally regulated and uniform. The six-year course of study takes place in institutions of higher education and concludes with a period of practical training.

### Admission

Since there are more students wishing to study in medical fields than there are study places, admission to medical studies is regulated under *numerus clausus*. The basic requirement for entry is the *Abitur*. Each year 40,000 students apply for 11,000 places. Students apply through and are assigned by the central bureau in Dortmund (ZVS). Places are allocated on the basis of *Abitur* average grades, entrance test (*Eingangstest*) results, the lottery, the waiting period since *Gymnasium* graduation, and hardship or special circumstances. The KMK determines the criteria and formulas for admission. These formulas have changed from time to time since *numerus clausus* was imposed.

In 1983, the KMK agreed that the following formula would take effect in 1986:

—10% of the places will be reserved for foreign students and hardship cases.

—45% of the places will be awarded on the basis of a weighted combination of *Abitur* marks (55%) and entrance test scores (45%).

—10% of the places will be awarded to the highest scorers on the entrance test (*Eingangstest*), regardless of *Abitur* marks.

—15% of the places will be awarded by the universities themselves on the basis of personal interviews. The universities may invite three candidates to interview for each available place.

—20% of the places will be awarded according to the length of the waiting period, during which students may improve their chances by completing vocational training, further study, or military or community service.

Once admitted, medical students begin a four-stage program of study.

Preclinical—Two years of preclinical study followed by a preliminary examination (*Ärztliche Vorprüfung* or *Physikum*).

Courses: 1) Anatomy, Biology for Students of Medicine; 2) Chemistry for Students of Medicine, Physiological Chemistry; 3) Medical Psychology, Medical Sociology; 4) Physics for Students of Medicine, Physiology.

Requirements: Six practical courses in the above-mentioned four subject areas and two courses in Anatomy (macroscopic and microscopic) involving a minimum of 480 hours of class attendance; a course in medical terminology involving at least twelve hours of class; two-month traineeship as a hospital orderly and first-aid training.

Examinations: Written examination on two separate days (a total of eight hours) involving 320 questions taken from the above-mentioned four subject areas. See Document 4.26 for a sample *Vorprüfung* showing two years of preclinical study.

Stage I of Clinical Studies—One year of clinical studies followed by Stage I of the Medical Examination (*erster Abschnitt der Ärztlichen Prüfung*)

Courses: 1) Basic aspects of Clinical Diagnosis, Initial Treatment of Emergency Cases, Radiology; 2) Basic aspects of Pathology, Neuropathology, Human Genetics, Medical Microbiology, the History of Medicine; 3) Basic aspects of Pharmacology and Toxicology, Pathophysiology and Pathobiochemistry, Clinical Chemistry and Biomathematics.

Requirements (eight practical courses consisting of at least 300 hours of instruction): Courses in 1) General Clinical Diagnosis in the nonsurgical and surgical subject areas; 2) General Pharmacology and Toxicology; 3) General Pathology; 4) Radiology including radiation protection measures. Practical courses in 5) Clinical Chemistry and Hematology; 6) Microbiology. Exercise classes in 7) Biomathematics for Students of Medicine. Practical exercises in 8) the treatment of emergency cases and first aid.

Examination: Written examination on two separate days (a total of 7 1/4 hours) involving 290 questions taken from the above-mentioned three subject areas. See Document 4.27 for the State Examination in Medicine, Stage I.

Stage II of Clinical Studies—Two years of clinical studies followed by Stage II of the Medical Examination (*zweiter Abschnitt der Ärztlichen Prüfung*)

Courses: 1) Ecological subjects, General Medicine; 2) Neurological subjects; 3) subjects in the nonsurgical areas; 4) subjects in the surgical area.

Requirements (fifteen courses and practicals involving at least 480 hours in the following subjects): Dermatovenerology, Ecology, Internal Medicine, Neurology, Obstetrics and Gynecology, Opthalmology, Orthopedics, Otolaryngology, Specialized Pathology, Pediatrics, Specialized Pharmacology, Psychiatry, Psychosomatic Medicine, Psychotherapy, Surgery, Urology. Four-month period of practical training.

Examination: Written examination on four separate days (a total of 14 1/2 hours) involving 580 questions taken from the above-mentioned four subject areas. See Document 4.28 for the State Examination in Medicine, Stage II.

Stage III of Clinical Studies—Forty-eight weeks of practical hospital training (internship) followed by written and oral parts of Stage III of the Medical Examination (*schriftliche Teil und mündliche Teil* of the *dritter Abschnitt der Ärztlichen Prüfung*)

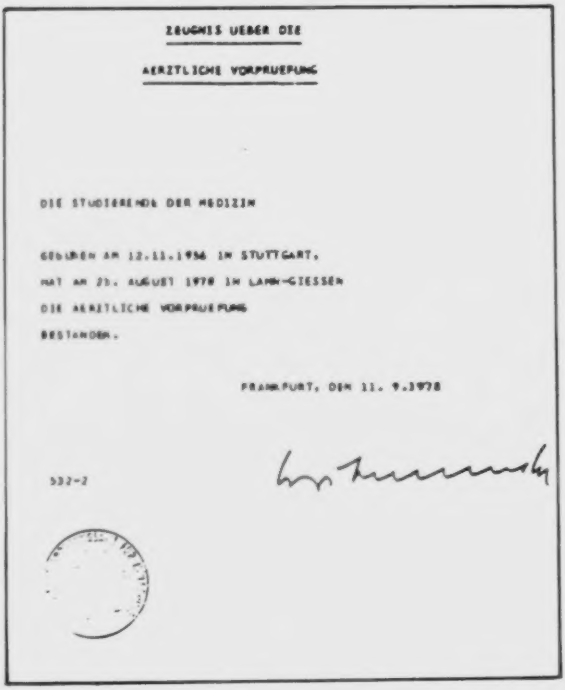
Courses: 1) Internal Medicine, 2) Surgery, 3) Choice of one further subject area.

Requirements: Certification of practical hospital training, regular attendance of clinical classes, including drug therapy and clinical pathology.

Examination: Oral examination with practical bedside questions taken from the above-mentioned subject areas. Written examination on one day (a total of 4 1/2 hours) involving 180 questions taken from the areas of Internal Medicine and Surgery. See Document 4.29 for the State Examination in Medicine, Stage III.

The tests are multiple choice and standardized. They are developed by a central agency (Institut für medizinische Prüfungsfragen) in Mainz and administered by each state's testing agency (*Landesprüfungsamt*). To pass, students must correctly answer at least half of the questions on each test. The last examination in medicine includes an oral, bedside examination to determine students' actual skills at diagnosis and treatment. At present, students who have successfully completed the third medical examination may apply to the state's health agency for a license to enter private practice (*Approbationsurkunde*).

The *Approbationsurkunde* bestows the title of doctor (*Arzt* or *Ärztin*) and is issued by the state. Document 4.30 is a sample *Approbationsurkunde* which



ZEUGNIS UEBER DIE

AERZTLICHE VORPRUEFUNG

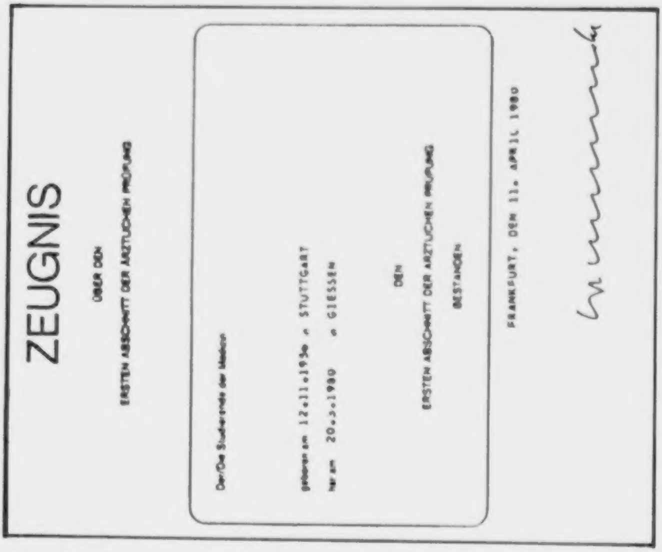
DIE STUDIERENDE DER MEDIZIN

GEBOREN AM 12.11.1956 IN STUTTGART,
HAT AM 25. AUGUST 1978 IN LAHN-GIESSEN
DIE AERZTLICHE VORPRUEFUNG
BESTANDEN.

FRANKFURT, DEN 11. 9.1978

532-2

4.26. *Vorprüfung* Documenting Two Years of Preclinical Study in Medicine



ZEUGNIS

ÜBER DEN

ERSTEN ABSCHNITT DER ÄRZTLICHEN PRÜFUNG

Der/Die Studierende der Medizin

geboren am 12.11.1956 in STUTTGART

hat am 20.3.1980 in GIESSEN

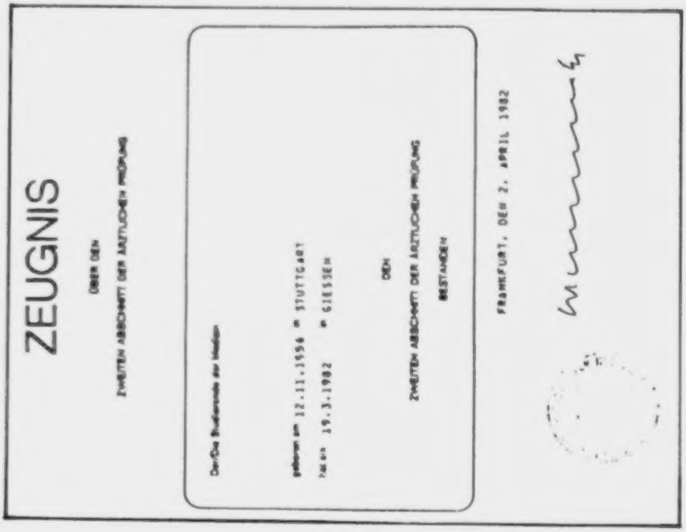
DEN

ERSTEN ABSCHNITT DER ÄRZTLICHEN PRÜFUNG

BESTANDEN

FRANKFURT, DEN 11. APRIL 1980

4.27. State Examination, First Part, Documenting Three Years' (Including Two Years of Preclinical) Study in Medicine



ZEUGNIS

ÜBER DEN

ZWEITEN ABSCHNITT DER ÄRZTLICHEN PRÜFUNG

Der/Die Studierende der Medizin

geboren am 12.11.1956 in STUTTGART

hat am 19.3.1982 in GIESSEN

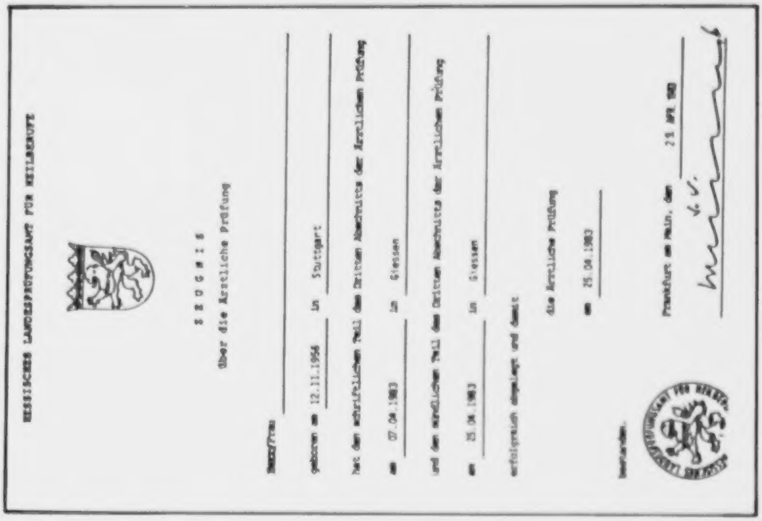
DEN

ZWEITEN ABSCHNITT DER ÄRZTLICHEN PRÜFUNG

BESTANDEN

FRANKFURT, DEN 2. APRIL 1982

4.28. State Examination, Second Part, Documenting Four Years' (Including Two Years of Preclinical) Study in Medicine



HESSISCHES LANDESPRÜFUNGSAMT FÜR HEILBERUFE

ZEUGNIS

über die Ärztliche Prüfung

~~Herr~~/Frau:

geboren am 12.11.1956 in Stuttgart

hat den schriftlichen Teil des Dritten Abschnitts der Ärztlichen Prüfung

am 07.04.1983 in Giessen

und den mündlichen Teil des Dritten Abschnitts der Ärztlichen Prüfung

am 25.04.1983 in Giessen

erfolgreich abgelegt und damit

die Ärztliche Prüfung

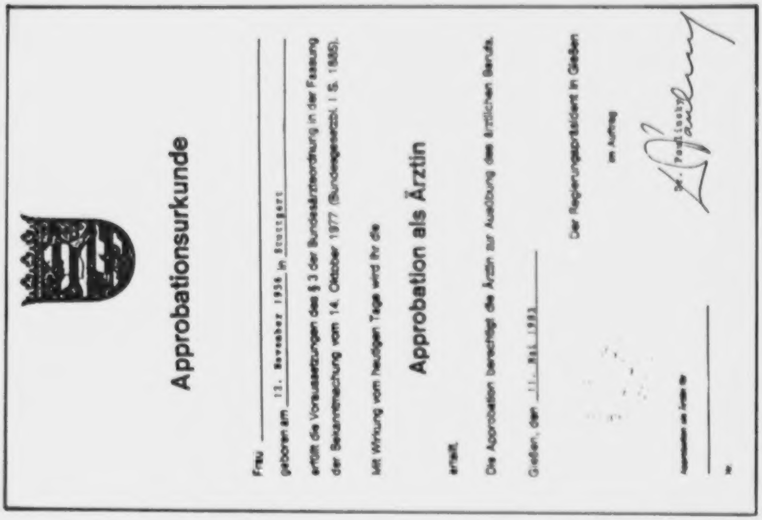
am 25.04.1983

bestanden.

Frankfurt am Main, den 25. APR. 1983

i. V.

4.29. State Examination, Third Part, Documenting Four Years' Study and a Forty-Eight Week Internship in Medicine



Approbationsurkunde

Frau

geboren am 12. November 1956 in Stuttgart

erfüllt die Voraussetzungen des § 3 der Bundesärzteordnung in der Fassung der Bekanntmachung vom 14. Oktober 1977 (Bundesgesetzbl. I S. 1885).

Mit Wirkung vom heutigen Tage wird ihr die

Approbation als Ärztin

erteilt.

Die Approbation berechtigt die Ärztin zur Ausübung des ärztlichen Berufs.

Gießen, den 11. Mai 1983

Der Regierungspräsident in Gießen

Im Auftrag

Dr. Paulinsky

4.30. *Approbationsurkunde* Documenting Completion of Medical Study and the Right to Practice Medicine shows completion of medical study and the right to practice medicine. In addition, medical students receive certificates (*Zeugnis*) during their training upon passing each of the portions of the medical examination (*Zeugnis über den ersten/zweiten* or *dritten Abschnitt der Ärztlichen Prüfung*). An important distinction must be made between the title of medical doctor (*Arzt*) and the academic doctoral degree, *Dr. med*. The former allows the holder to practice medicine and is state regulated; the latter refers to the subsequent completion of a doctoral dissertation and is regulated totally by the university granting the degree.

A period of further training is required for doctors wishing to be certified as physicians who may treat health insurance patients (*Kassenarzt*). This extended period (which was increased from six to eighteen months by recent legislation) of supervised clinical practice will soon be extended as a qualification prior to granting the license to practice in any area. The new federal law pertaining to practice of medicine (Bundesarztordnung), which will take effect in 1988, will introduce a two-year practical training period following the third medical examination. Like an internship in U.S. medical training, this period is designed to apply theoretical knowledge in a clinical setting to increase the physician's practical skills. Other changes outlined by the new law will be the addition of an oral examination to the *Vorprüfung* at the conclusion of the preclinical stage and the discontinuation of the written part of the final (third) medical examination plus the addition of compulsory coursework in anesthesia, revival, and sports medicine.

## PHARMACY (*PHARMAZIE*)

To become a pharmacist (*Apotheker*), a student studies for three and one-half years at a university. University studies are followed by a one-year practicum. Preparation culminates in a state examination (*Pharmazeutische Prüfung* or *Staatsexamen*). The state examination has three parts, and the examination procedure is similar to the procedure in medicine in that the first two parts of the examination are completed in the course of the three and one-half years of university study. The third and final part is completed after the one year of practice training. A student passing the final part is granted the title of *Apotheker* (pharmacist).

## VETERINARY MEDICINE (*TIERMEDIZIN*)

Students may study veterinary medicine at the universities in Berlin, Giessen, and Munich and at the veterinary medical college in Hannover. The duration of studies is five and one-half years (ten semesters of coursework plus six months of practical training). The preclinical phase is two years in length and has a preclinical examination at the end of each year (*Tierärztliche Vorprüfung, erster Abschnitt* and *Tierärztliche Vorprüfung, zweiter Abschnitt*). Similar to medical studies, the clinical stage of veterinary medical studies leads to graduated state examinations (*Tierärztliche Prüfungen*) after the sixth, eighth, and tenth semesters. Students successfully completing the training receive the title *Tierarzt*.

### Legal Studies (*Rechtswissenschaft*)

Thirty universities offer studies of law (*Rechtswissenschaft*) leading to the state examination for those wishing to practice law and to the *Diplom* for a small portion of students wishing to enter teaching or research. Studies of law are federally regulated but differ in detail from state to state. The Federal Judicial Law (Deutsches Richtergesetz) states the requirements for judicial office and specifies the length of studies and examinations which must be taken.

The traditional program for the study of law is called the two-stage program and requires seven semesters of study at the university leading (within approximately six months) to the first state examination, *die erste Juristische Staatsprüfung* or *Referendarexamen*. During the period of study, the student must also spend three months of vacation time in service at legal training. The second stage consists of two years of preparatory practical training (*Referendardienst*) culminating in the first part (written) of the second state examination (*Assessorexamen* or *zweite Juristische Staatsprüfung*) followed by a half-year of practice in a chosen legal specialty. Preparation ends with the oral part of the second state examination.

Between 1971 and 1984 students studying law had the option of taking a single stage program lasting six years and consisting of coursework and practical training offered alternately. The six years culminated in the *Assessorexamen* with intermediate progress evaluated at some schools on a continuous basis (in Bremen, Hamburg, and Hannover) or at other schools by an intermediate examination (*Zwischenprüfung* in Augsburg, Bielefeld, Konstanz, and Trier). The single-stage training was tried experimentally in seven states, and while evaluation of its success varied widely, the program was phased out in 1984 in favor of the two-stage program and in order to achieve federal standardization of legal training.

The 1984 revision incorporates some of the advantages of single-stage training by introducing three months of practical experience early in the program of study. Historically, legal studies were highly theoretical; the new revision is designed to make them more practical at an earlier stage in order to introduce students to the actual career field and in order to reduce the common practice of students' hiring coaches to prepare them in practical aspects for the state examinations.

The two-stage model for legal studies is as follows:

Courses: Required Subjects—1) Civil Law, 2) Commercial and Company Law, 3) Labor Law, 4) Penal Law, 5) Procedural Law, 6) Public Law.

Obligatory option groups in which students are to choose one group: Administrative Theory, selected areas of Special Administrative Law; Codetermination, Employee Representation, Labor-Management Relations, Social Affairs; Commercial and Company Law, Fundamentals of Accounting, Law pertaining to Business Competition and Cartels, Law pertaining to Securities, Tax Law; Criminology, Juvenile Penal Law, Penitentiary Law; European Law, General Constitutional Law, International Law; History of Law, Philosophy of Law, Sociology of Law; non-contentious proceedings (Estates and Property, Insolvencies, Guardianship, International Private Law, Procedural Principles).

Requirements (for admission to the First Law Examination):

1) Attendance of lectures a) in the compulsory subjects and the chosen obligatory option group, b) in the History of Law, Constitutional History, Philosophy of Law, c) in Economics and, if required, Finance (there may be an examination requirement in these subjects);
2) Certificate of successful participation in one advanced exercise class in Civil Law, Penal Law and Public Law (presupposes successful completion of corresponding introductory courses);
3) Certificate proving successful completion of one exercise class in a further subject;
4) Certificate proving successful completion of a seminar or equivalent course on the historical, philosophic and social foundations of law and methods of application;
5) Four- to eight-week period of practical study (varies from state to state) at a court of law or in an administrative authority.

Examination: Written Examination—Eight proctored examinations taken from the compulsory law subjects and the chosen obligatory option group or three or four proctored examinations on the compulsory subjects and the chosen obligatory option group as well as a thesis that must be handed in within four to six weeks (varies from state to state).

Oral Examination—Involves the compulsory subjects and the chosen obligatory option group.

Document 4.31 shows a sample First State Examination in Law from Bavaria. Document 4.32 shows a sample Second State Examination in Law from Bavaria.

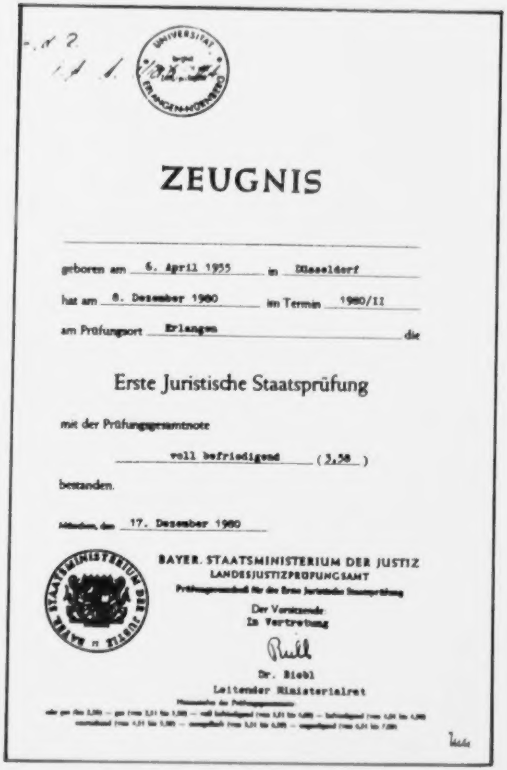
### Certificates and Grading Scales

Since the successful study of law culminates in the two state examinations, the resulting certificates are issued by the state, not by the individual university. In order to sit for the first examination, students must present university certificates (*Scheine*) earned by participation in the required courses. The examinations themselves, however, are administered by the State Law Examination Office of the Ministry of Justice (Landesjustizprüfungsamt, Ministerium der Justiz). The certificate (*Zeugnis*) will bear the name of this office, the candidate's name, birthplace, birthdate, and the testing date. It will designate which test the candidate took: the first state examination (*erste Juristische Staatsprüfung*), the second state examination (*zweite Juristische Staatsprüfung*), or, in the limited case of those students who underwent single-stage law training between 1971 and 1984, the state examination (*Staatsprüfung*). Also on the certificate will be the overall grade and the stamp of the Ministry of Justice or the Law Examination Office.

The grading scale for law studies is extremely complicated because it has undergone recent changes and because it differs from state to state. Generally, there are seven designations of performance ranging from "very good" to "unsatisfactory," but the point system assigned to these levels varies and may be on a 18-point, a 12-point, or a reversed 7-point scale. Most examinations after 1983 will use the 18-point scale. Table 4.3 illustrates these three variations. Confusing as the point assignments may be, of more importance is that the seven categories are fairly standard and that the top five are considered passing. In some cases, in fact, the *Zeugnis* will bear only the verbal designation and omit the average altogether. It is also important to note that the highest grade, *sehr gut*, is extremely rare. In fact, statistics from recent years' examinations show that less than 5% of a test-taking group score in the top two categories, *gut* and *sehr gut*.

**Table 4.3. Grading Scale for Legal Studies**

| | Averages Assigned on a Scale of: | | |
|---|---|---|---|
| Designation | 18 Points | 12 Points | 7 Points |
| *Sehr Gut* = Very Good<br>(Performance especially outstanding) | 14–18 | 10.5–12 | 0–2.5 |
| *Gut* = Good<br>(Performance well above average) | 11.5–13.99 | 8.5–10.49 | 2.51–3.5 |
| *Vollbefriedigend* = Fully Satisfactory<br>(Performance above average) | 9–11.49 | 6.5–8.49 | 3.51–4.0 |
| *Befriedigend* = Satisfactory<br>(Performance satisfying all normal requirements) | 6.5–8.99 | 4.5–6.99 | 4.01–4.5 |
| *Ausreichend* = Sufficient<br>(Performance meets requirements despite some weaknesses) | 4–6.49 | 3.5–4.49 | 4.51–5.5 |
| *Mangelhaft* = Deficient<br>(Performance with considerable weakness) | 1.5–3.99 | .5–3.49 | 5.51–6.5 |
| *Ungenügend* = Unsatisfactory<br>(Performance wholly unsatisfactory) | Below .5 | Below .5 | 6.51–7 |



# ZEUGNIS

geboren am 6. April 1955 in Düsseldorf

hat am 8. Dezember 1980 im Termin 1980/II

am Prüfungsort Erlangen die

## Erste Juristische Staatsprüfung

mit der Prüfungsgesamtnote

voll befriedigend (3,58)

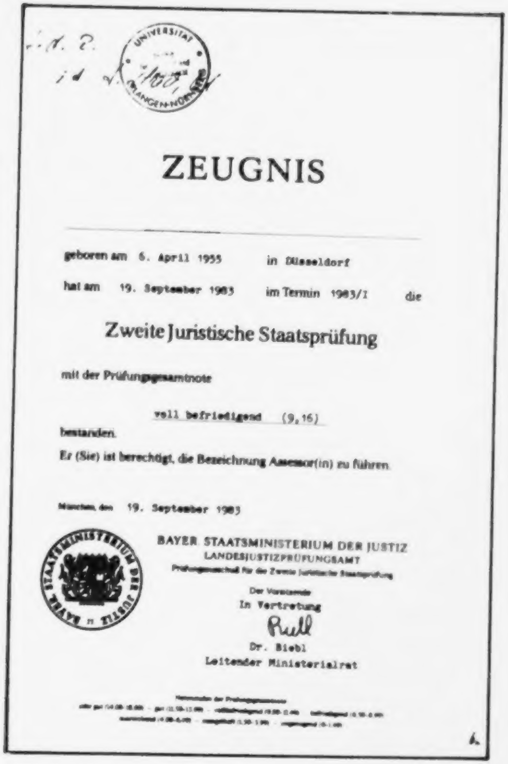
bestanden.

München, den 17. Dezember 1980

BAYER. STAATSMINISTERIUM DER JUSTIZ
LANDESJUSTIZPRÜFUNGSAMT
Prüfungsausschuß für die Erste Juristische Staatsprüfung

Der Vorsitzende
In Vertretung
Rull
Dr. Biebl
Leitender Ministerialrat

4.31. First State Examination in Law, Bavaria



# ZEUGNIS

geboren am 6. April 1955 in Düsseldorf

hat am 19. September 1983 im Termin 1983/I die

## Zweite Juristische Staatsprüfung

mit der Prüfungsgesamtnote

voll befriedigend (9,16)

bestanden.

Er (Sie) ist berechtigt, die Bezeichnung Assessor(in) zu führen.

München, den 19. September 1983

BAYER. STAATSMINISTERIUM DER JUSTIZ
LANDESJUSTIZPRÜFUNGSAMT
Prüfungsausschuß für die Zweite Juristische Staatsprüfung

Der Vorsitzende
In Vertretung
Rull
Dr. Biebl
Leitender Ministerialrat

4.32. Second State Examination in Law, Bavaria

## Teacher Training

### PROGRAMS

#### Preschool Instructors

Preschool instructors receive training from vocational schools. Because preschools are not state mandated, neither is training for preschool instructors. To become an instructor (*Erzieher*), students need to have finished either compulsory secondary and vocational training or the *Abitur*. They then undergo training in a *Fachschule*. The three years of training include one year of practical training. The title *Erzieher* may also be earned in Baden-Württemberg with two years' attendance at the *Berufsakademie*.

#### Primary and Secondary Teachers

Teacher training requires the *Abitur* for entry and takes place at colleges of education (*Pädagogische Hochschule* or PH) or at universities. Generally, a student prepares to teach in a specific kind of school. Training for *Grundschule* and *Hauptschule* teachers is generally six semesters of study and differs substantially from training for *Gymnasium* teachers, which generally lasts at least eight semesters. Teacher training consists of two phases: academic training and preparatory or practice training. Since teachers are civil servants in Germany, they are entitled to lifetime tenure once they finish their practical training and obtain an appointment.

Formerly separate institutions for the training of *Grundschule* and *Hauptschule* teachers, the PH more and more are being absorbed into the universities and *Gesamthochschulen*. Baden-Württemberg closed two of its PH in the early 1980s, and a third at Reutlingen will close in 1987. In Bavaria, the PH have become departments within the university; in Bremen, Hamburg, Hesse, and Lower Saxony, the PH function is also performed at the university; in Berlin and North Rhine-Westphalia, the merging process is under way as well.

The PH trains mainly *Hauptschule* and *Grundschule* teachers as well as some *Realschule* and *Gesamtschule* teachers for grades 5-10. *Gymnasium* teachers are always university trained.

#### *Grundschule, Hauptschule* and *Realschule* Teachers

The course of study lasts six semesters and leads to the first state examination (*erste Staatsprüfung für das Lehramt*). The curriculum consists of basic studies (*Grundstudium*) in education designed to introduce the would-be teacher to pedagogy and psychology with optional courses in philosophy, sociology, political science, and theology. In addition to the pedagogical background, the student takes courses in two academic subjects (*Fachstudium*) which will be the future teaching areas. During these initial six semesters, students also receive practical exposure to the classroom in weekly training classes and in training blocks of up to six weeks during the vacations.

At the end of six semesters the student takes the first state examination and begins a training phase which lasts, depending on the state, from eighteen months to three years. During this training time the young teacher teaches a full load with almost complete responsibility for those classes. The young teacher also attends seminars. The training phase culminates in the second examination, which assesses classroom performance as well as pedagogic preparation. Upon passing this examination, the teacher is granted a lifetime certificate (*Befähigung zur Anstellung auf Lebenzeit*) and civil service status.

The training course for teaching at the *Realschule* is similar to that offered at the PH for *Haupt-* and *Grundschule* teachers: six semesters followed by eighteen months of practical teaching.

### *Gymnasium* Teachers

Training for *Gymnasium* teachers takes place at the university and lasts eight semesters, sometimes more. Similar to the teacher-training curriculum on other levels, the *Gymnasium* program includes two academic subjects and culminates in the first state examination. However, unlike students training for teaching at the other levels, students preparing for this examination rarely complete their work in the prescribed eight semesters. In fact, ten semesters is more normal. Upon passing the first state examination (*erste Staatsprüfung für das Lehramt an Gymnasien*), the trainees enter an extensive training period (*Referendariat*) of eighteen months to two years. Unlike the teachers training at other levels, student teachers at the *Gymnasium* teach only eight to ten lessons per week under the supervision of a *Fachleiter* (mentor). They also receive a stipend of about 60% of a beginning teacher's salary. As in the other forms of student teaching, these student teachers study pedagogy, attend study seminars, and finally take the second state examination.

### Special Education Teachers

While the number of special schools (*Sonderschulen*) is still small, it has increased enormously since the 1960s, as have the number and prestige of special education teachers. The initial six semesters of training for special school teachers is similar to that of *Grundschule* and *Hauptschule* teachers. With the completion of the first state examination, the student may then undertake an additional four-semester course in special education, pass the state examination in that area, and then undergo practical training. Or the teacher who has completed the second state examination may return to take the additional coursework to specialize as a remedial teacher. In this case, the teacher is granted a leave of absence with pay to undergo the additional training.

### Vocational Education Teachers

There are two types of teachers at vocational education schools, and therefore two types of training. Since 1973, the training for vocational education has been standardized so that the majority of vocational education teachers are now as extensively trained as *Gymnasium* teachers. In addition to the *Abitur*, these applicants must also have at least twelve months of practical experience before embarking on the course of training. The studies take place at a university or technical university and last eight semesters. Since vocational schools teach general as well as vocational subjects, these teachers also undergo studies in German, English, and the sciences as well as in the main areas of the vocational curricula: agricultural, commercial, domestic, industrial, and socio-educational. In some states, graduates of three-year *Fachhochschule* (polytechnic university) programs can prepare to teach vocational education by taking an additional two-semester continuation course.

As with other forms of teacher training, formal studies culminate in the first state examination followed by eighteen months of supervised practice (*Referendariat*). Following the second pedagogical examination, successful candidates have the same academic title, *Studienrat*, as *Gymnasium* teachers. (In some states, the title is *Gewerbeoberlehrer* or *Handelsoberlehrer*.)

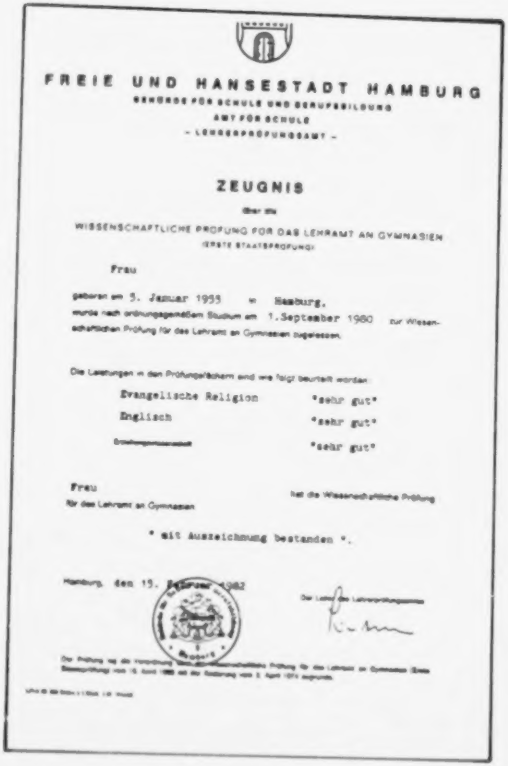
The other type of vocational teacher, the *Lehrer für die Fachpraxis* (practical teacher) makes up only about one-tenth of the teaching staff and gives instruction in the practical techniques. Their training is less standardized, though most are master craftsmen in their field and have extensive experience in their specialty. Some come from *Fachschulen* (advanced technical schools) or *Fachhochschulen*. As a rule, their status and pay are less than that of the *Studienrat*, the general teacher of vocational education.

## EXAMINATIONS AND GRADES FOR TEACHERS

The state examination upon completion of academic training, the *erste Staatliche Prüfung*, consists of oral examinations in education (in Bavaria, a written examination as well) plus oral and written examinations in the two subject disciplines. Documents 4.33 and 4.34 are First State Examinations in Teaching from Hamburg and Berlin, respectively.

The grades for the teaching examination certificates were standardized in 1971 and are as follows. Course grades follow the standard 1-6 scale:

1 = *sehr gut*
2 = *gut*
3 = *befriedigend*
4 = *ausreichend*
5 = *mangelhaft*
6 = *ungenügend*



FREIE UND HANSESTADT HAMBURG
BEHÖRDE FÜR SCHULE UND BERUFSBILDUNG
AMT FÜR SCHULE
– LEHRERPRÜFUNGSAMT –

ZEUGNIS

über die

WISSENSCHAFTLICHE PRÜFUNG FÜR DAS LEHRAMT AN GYMNASIEN
(ERSTE STAATSPRÜFUNG)

Frau

geboren am 5. Januar 1955 in Hamburg,
wurde nach ordnungsgemäßem Studium am 1.September 1980 zur Wissenschaftlichen Prüfung für das Lehramt an Gymnasien zugelassen.

Die Leistungen in den Prüfungsfächern sind wie folgt beurteilt worden:

| | |
|---|---|
| Evangelische Religion | "sehr gut" |
| Englisch | "sehr gut" |
| Erziehungswissenschaft | "sehr gut" |

Frau hat die Wissenschaftliche Prüfung für das Lehramt an Gymnasien

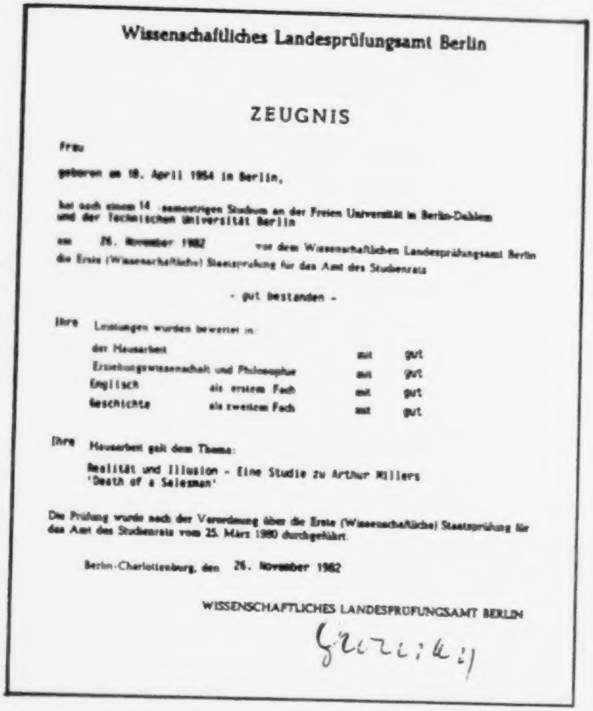
" mit Auszeichnung bestanden ".

Hamburg, den 15. Februar 1982

Der Leiter des Lehrerprüfungsamtes

Der Prüfung lag die Verordnung über die Wissenschaftliche Prüfung für das Lehramt an Gymnasien (Erste Staatsprüfung) vom [illegible] mit der Änderung vom [illegible] zugrunde.

4.33. First State Examination in Teaching, Hamburg



Wissenschaftliches Landesprüfungsamt Berlin

ZEUGNIS

Frau

geboren am 18. April 1954 in Berlin,

hat nach einem 14 -semestrigen Studium an der Freien Universität in Berlin-Dahlem und der Technischen Universität Berlin

am 26. November 1982 vor dem Wissenschaftlichen Landesprüfungsamt Berlin die Erste (Wissenschaftliche) Staatsprüfung für das Amt des Studienrats

- gut bestanden -

Ihre Leistungen wurden bewertet in:

| | | | |
|---|---|---|---|
| der Hausarbeit | | mit | gut |
| Erziehungswissenschaft und Philosophie | | mit | gut |
| Englisch | als erstem Fach | mit | gut |
| Geschichte | als zweitem Fach | mit | gut |

Ihre Hausarbeit galt dem Thema:

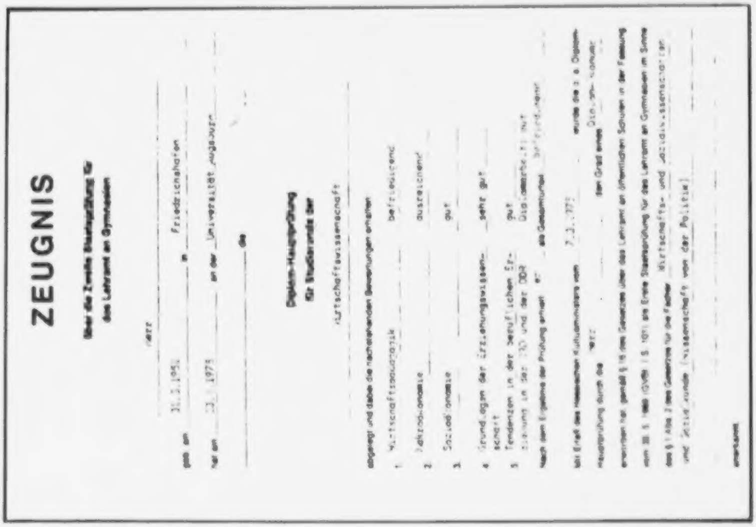
Realität und Illusion - Eine Studie zu Arthur Millers 'Death of a Salesman'

Die Prüfung wurde nach der Verordnung über die Erste (Wissenschaftliche) Staatsprüfung für das Amt des Studienrats vom 25. März 1980 durchgeführt.

Berlin-Charlottenburg, den 26. November 1982

WISSENSCHAFTLICHES LANDESPRÜFUNGSAMT BERLIN

4.34. First State Examination in Teaching, Berlin



ZEUGNIS

über die Zweite Staatsprüfung für
das Lehramt an Gymnasien

Herr

geb. am 31.3.1951 in Friedrichshafen

hat am [illegible] 1975 an der Universität Augsburg

die

Diplom-Hauptprüfung
für Studierende der

Wirtschaftswissenschaft

abgelegt und dabei die nachstehenden Bewertungen erhalten:

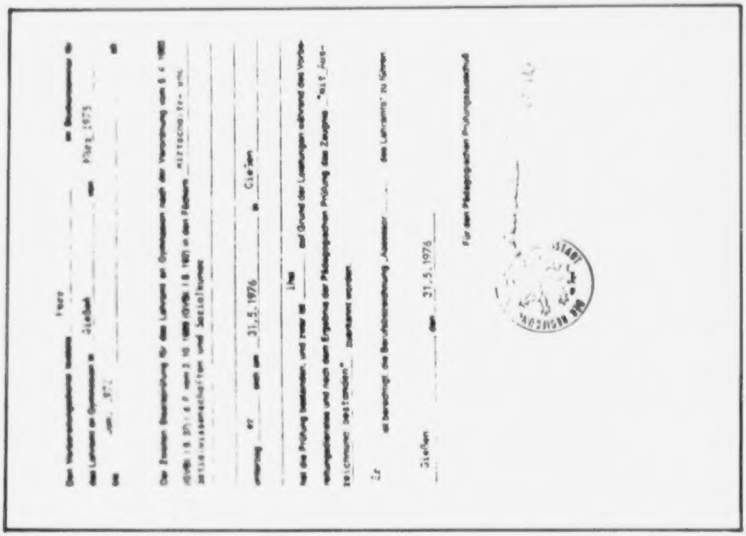
1. Wirtschaftspädagogik befriedigend
2. Makroökonomie ausreichend
3. Sozialökonomie gut
4. Grundlagen der Erziehungswissenschaft sehr gut
5. Tendenzen in der beruflichen Erziehung in der BRD und der DDR gut
Diplomarbeit: gut

Nach dem Ergebnis der Prüfung erhielt er als Gesamturteil befriedigend

Mit Erlaß des Hessischen Kultusministers vom 7.3.1975 wurde die o. a. Diplom-Hauptprüfung durch die Herr den Grad eines Diplom-Ökonom erworben hat, gemäß § 16 des Gesetzes über das Lehramt an öffentlichen Schulen in der Fassung vom 30. 5. 1969 (GVBl. I S. 101) als Erste Staatsprüfung für das Lehramt an Gymnasien im Sinne des § 1 Abs. 2 des Gesetzes für die Fächer Wirtschafts- und Sozialwissenschaften und Sozialkunde (Wissenschaft von der Politik)

anerkannt.

4.35a. Page 1, Certificate, Second State Examination in Teaching, Darmstadt



Den Vorbereitungsdienst leistete Herr am Studienseminar für das Lehramt an Gymnasien in Gießen vom März 1975 bis [illegible] ab.

Der Zweiten Staatsprüfung für das Lehramt an Gymnasien nach der Verordnung vom [illegible] (GVBl. I S. [illegible]) i. d. F. vom 2. 10. 1969 (GVBl. I S. 192) in den Fächern Wirtschafts- und Sozialwissenschaften und Sozialkunde

unterzog er sich am 31.5.1976 in Gießen

hat die Prüfung bestanden, und zwar ist ihm auf Grund der Leistungen während des Vorbereitungsdienstes und nach dem Ergebnis der Pädagogischen Prüfung das Zeugnis "mit Auszeichnung bestanden" zuerkannt worden.

Er ist berechtigt, die Berufsbezeichnung „Assessor des Lehramts" zu führen.

Gießen, den 31.5.1976

Für den Pädagogischen Prüfungsausschuß

4.35b. Page 2, Certificate, Second State Examination in Teaching, Darmstadt

Final marks on the certificates indicate overall performance:

*mit Auszeichnung bestanden* = pass with distinction
*gut bestanden* = high pass
*befriedigend bestanden* = satisfactory pass
*bestanden* = pass

## PREPARATORY TRAINING PERIOD

After the students pass the first state examination, they enter their practical training phase for eighteen months to two years, leading to the second state examination. At this point, the students are no longer under the jurisdiction of the institution of higher learning but rather hold a probationary teaching appointment as well as civil-servant status and are administratively under a regional or state ministry for schools. These student teachers attend small institutes (*Studienseminare*) and are attached to a particular type of school. They typically spend around twelve hours a week in practice teaching and the remaining time in seminars. Some of these training seminars are on general educational topics and some meet with the subject leader in smaller groups for peer group discussion, practice, and evaluation. In most cases the subject leader serves both as the supervisor of the student teacher as well as the instructor for some of the seminars.

The preparatory training period culminates in a written project (*Schriftliche Hausarbeit*) of about eighty pages followed by the second state examination (*zweite Staatsprüfung*). The second examination is graded on the same scale as the first state examination and consists of the subject leader's assessment, an observed teaching period in each of the academic disciplines, and an oral examination. See Document 4.35 for a sample Second State Examination in Teaching from Darmstadt. Following the second examination and a probationary two- to four-year appointment, the teacher automatically gains lifetime civil-servant status, *Beamter auf Lebenzeit*, as a tenured teacher.

## ISSUES OF DEBATE AND REFORM IN TEACHER TRAINING

Traditionally, and as a reflection of the entire educational system, teachers in the *Gymnasium* enjoyed the most prestige in the elementary and secondary realms of teaching. Their training was more extensive and considered more "academic" than that of teachers at the other kinds of schools. Recent reform has increased the training for other levels and added more pedagogical training for the *Gymnasium* teachers, thus reducing this discrepancy. Nonetheless, a movement exists to standardize teacher training according to year level rather than type of school, i.e., primary level (*Primarstufe*), secondary level I (*Sekundarstufe* I), and secondary level II (*Sekundarstufe* II) rather than *Hauptschule, Realschule, Gymnasium*. One reflection of this movement is the increased education required for vocational school teachers, who are at the same year level (secondary II) as *Gymnasium* teachers and whose education is now of the same duration. The *Stufenlehrer* (teachers trained according to level) concept also would parallel and complement the development of the *Gesamtschule*, making teachers more versatile during periods of teacher shortages.

# Chapter 5

# Adult and Continuing Education

Adult and continuing education constitutes an independent sphere of education in Germany, a sphere outside the organized system of public education. Various entities, including federal and local governments, trade unions, private industries, religious organizations, and municipal groups fund adult and continuing education. The variety of providers makes gathering statistics difficult, but it is estimated that more of the population participates in adult and continuing education than in all branches of the entire public education system.

Adult and continuing education may serve a variety of vocational as well as nonvocational purposes, and the forms are commonly differentiated as either "open" or "closed" depending upon whether the program offered is aimed at and accessible to the public at large or designated for (with participation limited to) only a specific group.

The purposes that adult and continuing education serve are almost as varied as its providers, and, in fact, as its students. Much of the instruction is vocationally-oriented: to enable workers to gain additional skills in their present position, to train for more advanced positions, or to retrain for an entirely new field. Adult and continuing education also allows some adults the opportunity to obtain academic credentials such as the *Mittlere Reife* and even the *Abitur*. Among the nonvocational purposes are personal enrichment, such as hobbies, family concerns, even learning a foreign language, and cultural enrichment. Finally, adult and continuing education provides opportunities for citizens to heighten social and political awareness to become better citizens. A significant effort toward this end includes providing German language training for foreigners.

As is the case with the realm of vocational education, completion of adult and continuing education courses may lead to certificates that are recognized in the economy or help participants to qualify for specific occupational titles, but does not constitute academic achievement unless an academic credential (i.e., *Mittlere Reife* or *Abitur*) is received.

The major providers of adult and continuing education include the *Volkshochschulen* (adult education centers), federal and local governments, trade unions, churches, industry, and the media.

Some 900 *Volkshochschulen* serve almost five million persons annually, making this institution the largest provider of adult and continuing education.

*Volkshochschule* translated literally means people's university, but it is not a *Hochschule* (university) in the sense of higher education. Rather, it serves the entire public sector with classes in foreign language, physical exercise, domestic skills, clerical skills, local history and culture, crafts and hobbies, and courses to obtain school certificates. Classes are offered primarily in the evening, and the majority of the participants are women.

About one-third of the funding for the *Volkshochschulen* comes from course fees. Local, state, and federal funds provide the remainder. Jurisdiction for these institutions varies, but more important is the public character of this instruction, which ensures access throughout Germany to continuing education in all its forms.

The federal and state governments are among the largest providers of closed adult and continuing education, particularly the army and civil service. Government employees, whether they are in the military or in civil service, may take part in various educational opportunities provided by their employers. Such training may be for specific job qualifications (for example, fire training or preparation for foreign service) or for more general purposes. The military, for instance, provides some adult and continuing education opportunities to prepare its personnel to re-enter civilian life.

Eleven separate trade unions belong to the larger Federation of German Trade Unions. Adult and continuing education programs of both professional and general interest are sponsored by the federation as well as by each of its eleven individual unions. These courses serve more than one million participants each year.

The Catholic and Protestant churches serve some four million citizens annually in continuing education programs, predominantly those dealing with family, marital, parental, and leisure topics.

Individual industries have a natural interest in enhancing the skills of their employees, and, in fact, about 50% of vocational adult and continuing education efforts take place in private industry. Not surprisingly, the larger companies offer the largest variety of continuing educational opportunities.

Both radio and television offer opportunities for continuing education. Courses in the media may be for personal enrichment or may be offered in conjunction with an organized study center such as the Deutsches Institut für Fernstudien or DIFF (German Institute for Long-Distance Study) at Tübingen, enabling participants to earn vocational credentials or school certificates.

# Chapter 6

# Advice to Admissions Officers

Because it is the prerogative of the states to administer programs, education differs in Germany every bit as much as in the United States. And although the German society is a highly legislated one, U.S. evaluators must not be misled to equate **regulated** with **uniform.** Regulations exist for everything from the content of an elementary mathematics course to the content of a university curriculum granting the doctorate, but the regulatory body may be national, local, or, in the case of the university, departmental.

## The *Zeugnis* and the *Diplom*

*Zeugnis* means certificate. A *Zeugnis* may be issued to document a variety of accomplishments. Students may receive a *Zeugnis* following each semester, at the end of an academic year, and/or at the completion of an academic program. A *Zeugnis* therefore may represent something as important as high school graduation or completion of a portion of university training, or it may simply be a report card. At the secondary level, students usually receive a *Zeugnis* at the end of each school year and often at the end of each semester.

*Diplom* also means certificate. More important than the term *Diplom* is the institution which issues it. A *Diplom* is a college-level degree only when issued by a tertiary institution such as a *Universität*, *Hochschule*, or *Fachhochschule*. A *Diplom* from another institution (*Institut, Akademie, Kolleg, Sportschule*) simply designates performance at that institution and may be vocational or even recreational instruction.

## Secondary Education

Evaluating the new *Abitur* is probably the central issue of secondary education. The document represents the rigorous and highly competitive coursework done in years twelve and thirteen in the *Gymnasium*, yet U.S. institutions must attempt to discern that work which is college-level and which is completed in the thirteenth year in order to grant transfer credit. It is an inexact procedure, since the document makes no such division, and at least three methods for evaluating the new *Abitur* for possible credit exist, each weighing the three parts of the *Abitur* (i.e., Basic Courses, Intensive Courses, and Final Examination) differently.

1. The first method divides the possible transfer credit equally among the three parts, and this method, therefore, yields the widest variety of possible credit. The rationale for including Part 1 is that while it includes work done both in years twelve and thirteen, Part 1, nonetheless, comprises two-thirds of the total coursework and by proportion alone justifies inclusion.

2. The second method bases transfer credit on only the last two parts of the *Abitur* with one-third coming from Part 2 and two-thirds coming from Part 3. Because the intensive subjects are also covered in the final examinations, this method yields credit which is heavily concentrated in subjects taken as intensive courses.

3. The third method and probably the simplest for the evaluator is to base credit solely on the third part, the final examinations.

These three methods are included not simply to cloud an already murky issue, but to provide approaches flexible enough to be useful to a variety of U.S. institutions and to serve the best interests of the student.

## Vocational Education

Vocational education is a more complex system in Germany than in the United States because **all** vocational education is considered secondary education no matter how extensive or how advanced the training may be. Included in vocational training are areas which require college coursework in the United States (e.g., nursing and physical therapy). Since this clear delineation exists in Germany, all the occupational titles listed in Chapter 3, Vocational Education, are vocational rather than academic credentials. Holders of these credentials would not expect them to be recognized by German institutions of higher education.

Complicating this issue, however, is a movement in Germany involving more and more holders of the *Abitur* seeking technical rather than academic routes to complete their education in hopes of bettering their chances for employment. As these highly qualified students choose vocational schools, these vocational schools are able, in turn, to become more selective with their admission. This is a trend which is likely to continue and which makes careful review of vocational certificates necessary.

Vocational certificates should **always** be evaluated in conjunction with the student's secondary school leaving certificate. A vocational school graduate may have come from the *Hauptschule* or the *Gymnasium*, and, in the case of the latter, may deserve transfer credit based on the secondary certificate rather than on the most recent certificate.

## Higher Education

The term *Hochschule* designates institutions of higher education (except the *Volkshochschule*, see Chapter 5), and federal law clearly delineates these institutions. Apart from this clear definition of the tertiary institutions, however, uniformity simply does not exist. The German concept of academic freedom means that there is no set duration for degree study and that in most university disciplines, degree regulations are the prerogative of the individual department. Since these regulations are as various as the existing number of departments, any sample curriculum would be representative of only one department in one university. Presently, German students take an average of eleven semesters to finish the first degree. Some, but certainly not all, disciplines have intermediate examinations.

The principle of academic freedom and the wide variety of degree requirements make any determination of a bachelor's degree equivalence extremely difficult. A bachelor's degree equivalence is not included in the following placement recommendations because any single recommendation could not encompass the variety of existing programs.

Admissions officers wishing to determine if graduate placement is justified should request from German students the degree requirements from their specific department for analysis. In addition, *Abitur* and/or *Fachhochschule* results should be required of all students who have less than an eight-semester university *Diplom*. If such an analysis of degree requirements is not possible, students should produce evidence of completion of an intermediate examination if one is offered and evidence of generally at least six semesters of university coursework. Students from programs which have no intermediate examination should be able to produce evidence from the department testifying to that effect and to the student's ability to enter the *Hauptstudium*. For the sake of flexibility, any of the following combinations **might** justify graduate placement: *Vordiplom* (or equivalent, see Chapter 4) plus two additional semesters of study, *Vordiplom* plus evidence of coursework in the *Hauptstudium*, or evidence of six semesters of study accompanied by the *Vordiplom* or departmental certificate of eligibility for the *Hauptstudium*. U.S. admissions officers must be aware that the number of semesters of coursework alone is not sufficient basis for determining graduate standing, since talented and motivated students might take an intermediate examination after fewer than six semesters while other students might take longer for a variety of reasons, including study abroad or double majors, and unmotivated students might mark time at the university for long periods of study, unhampered by requirements of progress toward the degree.

Despite the absence of university transcripts or grade reports, *Scheine* and *Studienbuch* pages should **not** be used as the sole basis for evaluation of credit. Both *Scheine* and *Studienbuch* pages should be viewed with substantial caution and evaluated in conjunction with other documents.

The newer institutions, the *Gesamthochschule* and the *Fachhochschule*, are still evolving and, therefore, pose problems for U.S. evaluators. It is sometimes difficult to determine the duration of an integrated program at a *Gesamthochschule*; it may be six or eight semesters, and the student may have entered with or without the *Abitur*. Documents from *Gesamthochschulen* and *Fachhochschulen* should, therefore, always be evaluated in conjunction with the secondary school leaving certificate. In the case of the *Fachhochschule* especially, the institution is new and rapidly expanding; it is rapidly evolving as well. While at present, approximately one-half of its students enter with the *Abitur*, that proportion is likely to increase. Should the *Fachhochschule* require the *Abitur*, as many already do in some programs, and should the *Fachhochschule's* popularity continue to grow, graduate placement of its students in U.S. institutions will become more commonplace.

## Grading Scale

The most common grading scale in German schools is the 6-point scale below, with points distributed in one of two ways.

| Grade | Points | Points | Suggested U.S. Equivalent |
|---|---|---|---|
| *Sehr gut* (very good) | .7-1.3 | 0-1.5 | A |
| *Gut* (good) | 1.4-2.3 | 1.6-2.5 | B |
| *Befriedigend* (satisfactory) | 2.4-3.3 | 2.6-3.5 | C |
| *Ausreichend* (sufficient) | 3.4-4.3 | 3.6-4.0 | C- |
| *Mangelhaft* (deficient) | 4.4-5.3 | **nicht* | D |
| *Ungenügend* (inadequate) | 5.4-6.3 | *Ausreichend* | F |

Considerations which make conversion to a U.S. scale difficult include:

—While the scale technically starts at zero (the best possible mark), in practice, marks below .7 are not given and overall scores below 1.0 are **extremely** rare.

—For secondary and higher education purposes, the lowest passing grade is *ausreichend*, but German students and educators hardly consider it a sign of satisfactory performance. *Befriedigend*, on the other hand, is a perfectly respectable grade and does not carry the stigma, for instance, that a C might in a U.S. graduate school. Grades of *befriedigend*, therefore, should not exclude students from admission to graduate programs.

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*Sometimes the two lowest categories are combined into one failing category, *nicht Ausreichend* (4.0 - 6.0).

## The Role of the National Council on the Evaluation of Foreign Educational Credentials

The placement recommendations that follow have been approved by the National Council on the Evaluation of Foreign Educational Credentials. In order that these recommendations may be of maximum use to admissions officers, the following information on the development of the terminology used in stating the recommendations, along with instructions for their use, is offered by the Council and the World Education Series Committee.

The recommendations deal with all levels of formal education in roughly chronological order up through the highest degree conferred. Recommendations, as developed through discussion and consensus in the Council, are not directives. Rather, they are general guidelines to help admissions officers determine the admissibility and appropriate level of placement of students from the country under study.

The recommendations should be applied flexibly rather than literally. Before applying the recommendations, admissions officers should read the supporting pages in the text and take into account their own institutional policies and practices. For example, a recommendation may be stated as follows: ". . . may be considered for up to 30 semester hours of transfer credit. . ." The implication is that the U.S. institution may consider giving less than or as much as one year of transfer credit, the decision to be based on various factors—the currentness of the applicant's transfer study, applicability of the study to the U.S. curriculum, quality of grades, and the receiving institution's own policies regarding transfer credit. Similarly, the recommendation ". . . may be considered for freshman admission" indicates possible eligibility only; it is not a recommendation that the candidate be admitted. Although consideration for admission at the same level may be recommended for holders of two different kinds of diplomas, use of identical phrasing in the recommendations does not mean that the two diplomas are identical in nature, quality, or in the quantity of education they represent.

In most cases, the Council will not have attempted to make judgments about the quality of individual schools or types of educational programs within the system under study. Quality clues are provided by the author and must be inferred from a careful reading of the text.

Certain phrases used repeatedly in the recommendations have acquired, within Council usage, specific meanings. For example, "through a course-by-course analysis" means that in dealing with transfer credit, each course taken at the foreign institution is to be judged on an individual basis for its transferability to the receiving institution. Another phrase "where technical training is considered appropriate preparation" suggests that the curriculum followed by the candidate is specialized, and this wording is often a hint that within the foreign system the candidate's educational placement options are limited to certain curriculums. However, while the Council is aware of the educational policies of the country under study, the Council's policies are not necessarily set in conformity with that country's policies. Rather, the recommendations reflect U.S. philosophy and structure of education.

In voting on individual recommendations, Council decisions are made by simple majority. Although consistency among volumes is sought, some differences in philosophy and practice may occur from volume to volume.

## Placement Recommendations

| Credential | Entrance Requirements | Length of Study | Gives Access in Country to | Placement Recommendations |
|---|---|---|---|---|
| **A. Primary and Secondary Credentials** | | | | |
| NOTE: After every year of study, a *Zeugnis* or *Abgangszeugnis* may be issued. Special attention should be paid to the number of years of study. | | | | |
| 1. *Hauptschule Abschlusszeugnis* (main school completion certificate, p. 10) | — | 9 years | optional 10th year, *Realschule*, vocational training, or entrance into apprenticeship training with part-time attendance at vocational school until age 18 | May be placed in grade 10. |
| 2. *Hauptschule Abgangszeugnis* (main school leaving certificate, p. 11) | — | up to 9 years | unskilled employment | May be placed in grade 10. |
| 3. *Mittlere Reife (Sekundarabschluss* I, *Fachoberschulreife*, or *Realschulabschluss*) (middle maturity certificate, pp. 13, 15, 33) | — | 10 years | upper secondary education in *Gymnasium*, technical or vocational schools; employment and part-time attendance at a vocational school | May be placed in grade 11. |

| Credential | Entrance Requirements | Length of Study | Gives Access in Country to | Placement Recommendations |
|---|---|---|---|---|
| 4. Upper secondary school end-of-year reports: *Zeugnis* (certificate), *Abgangszeugnis* (leaving certificate) | | | | |
| a. issued to students who have completed fewer than 12 years (pp. 15, 17) | — | up to 11 years | apprenticeship; further academic/ vocational training | May be placed in secondary school on a year-for-year basis. |
| b. issued to students who have completed 12 years (p. 17) | — | 12 years | apprenticeship; academic/vocational training | May be considered for freshman admission where the program followed is appropriate preparation. |

NOTE: Students who have completed some coursework for any of the programs listed below may be considered for undergraduate admission with up to a maximum of 30 semester hours of transfer credit for each year, determined through a course-by-course analysis. When the length of a program is cited, it refers to the standard length of the program when pursued fulltime. The actual period of attendance may vary.

| Credential | Entrance Requirements | Length of Study | Gives Access in Country to | Placement Recommendations |
|---|---|---|---|---|
| 5. *Zeugnis der Fachhochschulreife* (certificate of readiness for *Fachhochschule* or polytechnic university, pp. 33–39, 49–50) | — | 12 years | *Fachhochschule, Gesamthochschule* | May be considered for freshman admission where the program followed is appropriate preparation. |
| 6. *Zeugnis* (certificate from Waldorf Schools, not to be confused with *Reifezeugnis* or *Zeugnis der Reife*; p. 29) | — | 12 years | *Fachhochschule, Gesamtschule* | May be considered for freshman admission where the program followed is appropriate preparation. |

| | | | | |
|---|---|---|---|---|
| 7. *Zeugnis der Allgemeinen Hochschulreife, Reifezeugnis, Zeugnis der Reife, Abitur* (overall maturity certificate) | | | | |
| a. "old" *Abitur* from schools which at time of issuance had not instituted reformed upper level, including *Reifezeugnis* from Waldorf Schools; pp. 19, 29) | — | 13 years | higher education | May be considered for freshman admission with up to 30 semester credits of advanced standing. (See text.) |
| b. "new" *Abitur,* generally after 1976, from schools with reformed upper level (pp. 18, 19, 26–27, 50) | — | 13 years | higher education | May be considered for freshman admission with up to 30 semester credits of advanced standing. (See text and Advice to Admissions Officers.) |
| 8. *Zeugnis der Fachgebundenen Hochschulreife* (subject-restricted maturity certificate, pp. 18–19, 33, 43, 50) | — | 13 years | higher education | May be considered for freshman admission with up to 30 semester credits of advanced standing. (See text.) NOTE: No advanced standing credit is recommended for certificates from the *Berufsoberschulen*. |

| Credential | Entrance Requirements | Length of Study | Gives Access in Country to | Placement Recommendations |
|---|---|---|---|---|
| **B. Vocational Education** | | | | |
| NOTE: Vocational training includes at least part-time attendance in school until age 18. | | | | |
| 9. *Berufsgrundbildungsjahr Abschlusszeugnis* (certificate of completion of basic vocational training year, p. 34) | grade 9 | 1 year | further vocational training | May be placed in grade 11. |
| 10. *Berufsschule Abschlusszeugnis* (completion certificate from a part-time cooperative vocational school, p. 35) | grade 9 | 3 years including practical training | *Fachschule* (advanced technical school) after a period of employment | May be considered for admission to appropriate vocational programs. |
| 11. *Berufsfachschule Abschlusszeugnis* (completion certificate from fulltime vocational school), including the *Handelschule Abschlusszeugnis* (completion certificate from fulltime commercial school) | | | | |
| a. one-to-two year program (pp. 36–37) | grade 9 or 10 | 1–2 years | employment in a specific trade or advanced vocational training | May be considered for admission to appropriate vocational programs. |

|  |  |  |  |  |
|---|---|---|---|---|
| b. three-year program (p. 36) | grade 9 or 10 | 3 years | employment in a specific trade or advanced vocational training | May be considered for freshman admission where vocational training is appropriate preparation or may be considered for postsecondary vocational programs. |
| 12. *Berufsaufbauschule Abschlusszeugnis* (completion certificate from extended vocational school, p. 37) | grade 9 and some vocational training | 1–3 years | skilled employment, *Fachschule, Fachoberschule, Kolleg* | May be considered for admission to appropriate vocational programs. |
| 13. *Fachoberschule Abschlusszeugnis* (completion certificate from a technical secondary school, equivalent to *Fachhochschulreife*; p. 39) | grade 10 | 2 years* | *Fachhochschule, Gesamthochschule,* or advanced vocational training | May be considered for freshman admission where the program followed is appropriate preparation. |
| 14. *Fachschule Abschlusszeugnis* (completion certificate from advanced technical school, p. 41) | grade 10 and previous vocational training | 1–3 years | highly technical employment | Primarily an advanced vocational qualification. May be considered for admission to appropriate vocational programs. |
| Other Vocational Credentials |  |  |  |  |
| 15. *Fachakademie Abschlusszeugnis* (completion certificate from a technical academy, p. 43) | grade 10 and vocational training | 2 years | highly skilled employment | May be considered for admission to appropriate vocational programs. |

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*Since the 11th year is primarily vocational, students entering the *Fachoberschule* who have completed prior vocational training may enter directly into the 12th year.

| Credential | Entrance Requirements | Length of Study | Gives Access in Country to | Placement Recommendations |
|---|---|---|---|---|
| 16. *Berufskolleg Abschlusszeugnis* (completion certificate from a technical academy, p. 43) | grade 10 or grade 10 and vocational training | 1–3 years | highly skilled employment | May be considered for admission to appropriate vocational programs. |
| 17. *Berufsakademie* Credentials (pp. 43–44) | | | | |
| a. *Berufsakademie Abschlusszeugnis* (completion certificate from *Berufsakademie*, such as *Wirtschaftsassistent* [economic assistant], *Ingenieurassistent* [engineering assistant], *Erzieher* [instructor, generally preschool]) | *Abitur* and contract with participating firm | 2 years and practical training | employment | Employment qualification. Admission and placement should be based on other credentials. May occasionally yield limited transfer credit. |
| b. Certificate from a *Berufsakademie* in Hamburg or Schleswig-Holstein) | See #17a | 3 years and practical training | employment | See Placement Recommendation #17a. |
| c. *Diplom-Ingenieur Berufsakademie* (graduate engineer), *Diplom-Betriebswirt Berufsakademie* (graduate business economist), *Diplom-Sozialpädagoge Berufsakademie* (graduate social educator) | See #17a | See #17b | employment | May be considered for undergraduate admission with up to 30 semester transfer credits determined through a course-by-course analysis. |

| | | | | |
|---|---|---|---|---|
| 18. **Regulated Occupational Titles (pp. 35–36, 37, 41), such as:** ***Facharbeiter*** **(skilled worker),** ***Fachangestellter*** **(skilled worker),** ***Geselle*** **(skilled worker),** ***Meister*** **(master craftsman) from a** ***Meisterschule*** **or** ***Fachschule, Staatlich geprüfter*** **. . . (state-examined . . .)** | — | — | — | Admission should be based on other credentials. |
| 19. ***Krankenpflegerhelferin*** **(nursing assistant, p. 45)** | grade 9 or 10 | 1 year | — | May be placed in secondary school on a year-for-year basis. |
| 20. ***Krankenschwester,*** **or** ***Krankenpfleger*** **(nurse, p. 45),** ***Kinderkrankenpfleger*** **(pediatric nurse, p. 45)** | 17 years old and grade 10 | 3 years | — | May be considered for freshman admission. |
| 21. ***Krankengymnast*** **(physical therapist, p. 45)** | grade 10 | 3 years | — | May be considered for freshman admission. |
| 22. **Regulated Paraprofessional Titles in the Health Field (p. 45), such as** ***Arzthelfer*** **(medical assistant),** ***Diätassistent*** **(dietary cook),** ***Staatlich geprüfter Techniker, Fachrichtung Medizintechnik*** **(state-examined technician, medical technology),** ***Zahnarzthelferin*** **(dental assistant)** | grade 9 or 10 and vocational training | 2 years | — | Primarily an employment qualification. Admission and placement should be based on other credentials. |

## C. Higher Education Credentials

NOTE: Students who have completed some coursework for any of the programs listed below may be considered for undergraduate (or graduate) admission with up to a maximum of 30 semester hours of transfer credit for each year, determined through a course-by-course analysis. When the length of a program is cited, it refers to the standard length of the program when pursued fulltime. The actual period of attendance may vary.

NOTE: Higher education credentials should always be viewed in conjunction with secondary school leaving documents since these secondary documents may yield additional transfer credit.

| Credential | Entrance Requirements | Length of Study | Gives Access in Country to | Placement Recommendations |
|---|---|---|---|---|
| 23. *Studienbuch* (study book, usually documents registration only; pp. 61, 67) | — | — | — | Inadequate evidence for admission or transfer credit. |
| 24. *Scheine* (course certificates, pp. 62, 67) | — | — | — | Admission should be based on other credentials. May yield transfer credit determined through a course-by-course analysis. |
| 25. *Zwischenprüfungszeugnis, Zwischenzeugnis, Vordiplom* or *Vorprüfungszeugnis* (intermediate certificate, pp. 62, 64, 66–67, 102), *Bescheinigung* or *Nachweis* | entrance qualifications for a tertiary institution* | normally 4 semesters | further study | May be considered for undergraduate admission with up to 2 years of transfer credit determined through a course-by-course analysis. |

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**Zeugnis der Allgemeinen Hochschulreife* or *Abitur* (general qualification for university entrance), *Zeugnis der Fachgebundenen Hochschulreife* (restricted subject qualification for university entrance). The *Fachhochschulreife* (qualification for polytechnic university entrance) gives access only to the *Fachhochschule* and *Gesamthochschule*.

| | | | | |
|---|---|---|---|---|
| *der Absolvierung des Grundstudiums* or *Zeugnis über den Abschluss des Grundstudiums* (letter admitting student to *Hauptstudium*, pp. 66–67) | | | | |
| 26. University *Diplom*, *Magister Artium* (pp. 63, 65) | entrance qualifications for a tertiary institution excluding the *Fachhochschulreife* | at least 8 semesters | graduate study | May be considered for graduate admission. May yield transfer credit for work completed during the final year of study, determined through a course-by-course analysis. |
| 27. *Diplom* from *Gesamthochschule* (comprehensive university) | | | | |
| a. 6-semester integrated course (p. 90) | See #25 | 6 semesters | further study | May be considered for undergraduate admission with up to 3 years of transfer credit determined through a course-by-course analysis. |
| b. 8-semester integrated course (p. 90) | See #25 | 8 semesters | further study | See Placement Recommendation #26. |
| 28. *Diplom* from *Fachhochschule* (polytechnic university, pp. 90, 96, 104–105) | See #25 | 8 semesters including practical training | further study | May be considered for undergraduate admission with up to 3 years of transfer credit determined through a course-by-course analysis. Students who have entered with the *Abitur*, achieved a |

| Credential | Entrance Requirements | Length of Study | Gives Access in Country to | Placement Recommendations |
|---|---|---|---|---|
| | | | | strong academic record, and wish to continue in the same academic field of study may be considered for graduate admission. |
| 29. *Promotionsurkunde* (certificate of promotion for doctoral degree, pp. 65, 66) | normally 8-semester *Diplom* | variable | university teaching | May be considered comparable to a Ph.D. degree from a U.S. institution. |
| 30. *Habilitation* (qualification for professorship, p. 65) | *Promotionsurkunde* | variable | — | Represents recognition of published scholarly research. |
| Teacher Training | | | | |
| 31. *Erzieher* (instructor, generally preschool; pp. 31, 43, 117) | grade 10 and at least 2 years of vocational training | 3 years including 1 year of practical training | preschool teacher | May be considered for freshman admission where the program followed is appropriate preparation. |
| 32. *erste Staatsexamen für das Lehramt, erste Staatsprüfung für das Lehramt* or *erste Staatliche Prüfung für das Lehramt Grundschule/Hauptschule/Realschule/Primarstufe* (first state examination for teachers in | *Abitur* | at least 6 semesters | further study and practice teaching | May be considered for graduate admission. |

| | | | | |
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| *Grundschule, Hauptschule, Realschule*, or *Primarstufe*; pp. 118–119, 120) | | | | |
| 33. ***erste Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt, Grundschule, Hauptschule, Realschule, Primarstufe*** (first state examination for teachers in *Grundschule, Hauptschule, Realschule, Primarstufe*; pp. 118–119, 120) | *Abitur* | at least 8 semesters | further study and practice teaching | May be considered for graduate admission. May yield transfer credit for work completed during the final year of study, determined through a course-by-course analysis. |
| 34. ***erste Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt an Gymnasium*** (first state examination for *Gymnasium* teachers, pp. 119–120) or the academic titles *Studienrat, Gewerbeoberlehrer, Handelsoberlehrer,* (vocational teachers equivalent to *Gymnasium* teachers, p. 120) | *Abitur* | at least 8 semesters | further study and practice teaching | May be considered for graduate admission. May yield transfer credit for work completed during the final year of study, determined through a course-by-course analysis. |
| 35. ***zweite Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt*** (second state examination for teachers, p. 123) | *erste Staatsexamen/ Staatsprüfung/ Staatliche Prüfung für das Lehramt* | 1½ to 2 years of practical teaching | further study or tenured teaching position | A professional teaching qualification. |

| Credential | Entrance Requirements | Length of Study | Gives Access in Country to | Placement Recommendations |
|---|---|---|---|---|
| 36. *Lehrer für die Fachpraxis* (practical teacher, p. 120) | — | — | — | Admission should be based on other credentials. |
| Theological Schools | | | | |
| 37. *Philosophische Abschlussprüfung, Vordiplom, Examen Philosophicum* (philosophical examination from *Philosophisch-Theologische Hochschule*, p. 91) | See #25 | 4 semesters | further study | May be considered for undergraduate admission with up to 2 years of transfer credit determined through a course-by-course analysis. |
| 38. *Diplom, Magister Artium, Lizentiatenprüfung* or *Fakultätsexamen* (faculty examinations, pp. 91, 92) | See #25 | at least 8 semesters | further study | See Placement Recommendation #26. |
| 39. *erste Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt* (first state examination for teachers, p. 91) | *Abitur* | at least 6 semesters | further study and practice teaching | May be considered for graduate admission. |
| 40. *erste Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt* (first state examination for teachers, p. 91) | *Abitur* | at least 8 semesters | further study and practice teaching | May be considered for graduate admission. May yield transfer credit for work completed during the final year of study, determined through a course-by-course analysis. |

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| 41. *zweite Staatsexamen, zweite Staatsprüfung* or *zweite Staatliche Prüfung* (second state examination for teachers, p. 91) | *erste Staatsexamen/ Staatsprüfung/ Staatliche Prüfung für das Lehramt* | 1½ to 2 years of practical training | further study or tenured teaching position | A professional teaching qualification. |
| 42. *erste Kirchliche/ Theologische Prüfung* (first church/theological examination, p. 91) | See #25 | normally 8 semesters | pastoral work | May be considered for admission and placement in accordance with policies used for students from U.S. seminaries. |
| 43. *zweite Kirchliche/ Theologische Prüfung* (second church/ theological examination, p. 91) | *erste Kirchliche/ Theologische Prüfung* | 2 years of practical training | — | A pastoral qualification. |

## Music and Art Colleges

### Music Credentials

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|---|---|---|---|---|
| 44. *Diplom, Magister Artium* (pp. 92, 94) | See #25 | at least 8 semesters | graduate studies | See Placement Recommendation #26. |
| 45. *erste Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt* (first state examination for teachers, p. 94) | *Abitur* | at least 6 semesters | further study and practice teaching | May be considered for graduate admission. |
| 46. *erste Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt* (first state examination for teachers, p. 94) | *Abitur* | at least 8 semesters | further study and practice teaching | May be considered for graduate admission. May yield transfer credit for work completed during the final year of study, determined through a course-by-course analysis. |

| Credential | Entrance Requirements | Length of Study | Gives Access in Country to | Placement Recommendations |
|---|---|---|---|---|
| 47. *zweite Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt* (second state examination for teachers, p. 94) | *erste Staatsexamen/ Staatsprüfung/ Staatliche Prüfung für das Lehramt* | 1½ to 2 years of practical training | further study and tenured teaching position | A professional qualification in teaching music and other performing arts. |
| 48. *Künstlerische Reifeprüfung, Künstlerische Abschlussprüfung* (artistic maturity or artistic completion examination, p. 94) | primarily on talent | 8–10 semesters | performance | May be considered for admission and placement in accordance with policies used for U.S. schools of music and performing arts. |
| 49. *Kirchenmusikprüfung* C (church music examination C, p. 94) | — | 2–4 semesters | — | Admission and placement should be based on other credentials. |
| 50. *Kirchenmusikprüfung* B (church music examination B, p. 94) | *Mittlere Reife* | 6 semesters | — | May be considered for admission and placement in accordance with policies used for U.S. schools of music. |
| 51. *Kirchenmusikprüfung* A (church music examination A, p. 94) | See #25 | 8–10 semesters | — | May be considered for graduate admission in accordance with policies used for U.S. schools of music. |

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| 52. *Privatmusiklehrerprüfung* or *Staatliche Prüfung für Musiklehrer* (state examination for private music teachers or music teachers, p. 94) | *Mittlere Reife* | 6 semesters | private teaching | May be considered for admission and placement in accordance with policies used for U.S. schools of music. |
| 53. *berufliche Reifeprüfung* (professional examination, p. 94) | See #25 | 6–8 semesters | performance | See Placement Recommendation #52. |
| Art Credentials | | | | |
| 54. *Diplom* (p. 96) | See #25 | at least 8 semesters | graduate studies | See Placement Recommendation #26. |
| 55. *erste Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt* (first state examination for teachers, p. 96) | *Abitur* | at least 6 semesters | further study and practice teaching | May be considered for graduate admission. |
| 56. *erste Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt* (first state examination for teachers, p. 96) | *Abitur* | at least 8 semesters | further study and practice teaching | May be considered for graduate admission. May yield transfer credit for work completed during the final year of study, determined through a course-by-course analysis. |
| 57. *zweite Staatsexamen/ Staatsprüfung/Staatliche Prüfung für das Lehramt* (second state examination for teachers, p. 96) | *erste Staatsexamen/ Staatsprüfung/ Staatliche Prüfung für das Lehramt* | 1½ to 2 years of practical training | further study or tenured teaching position | A professional qualification in art teaching. |

| Credential | Entrance Requirements | Length of Study | Gives Access in Country to | Placement Recommendations |
|---|---|---|---|---|
| 58. *Künstlerische Abschlussprüfung* (artistic completion examination, pp. 94, 96) | artistic talent | varies | — | May be considered for admission and placement in accordance with policies used for U.S. schools of art. |
| Professional Medical Education (pp. 107–114)<br>NOTE: Consult the text for information on partial completion of these programs. | | | | |
| 59. *Zahnarzt* (Dentist), *Arzt* (Physician), *Tierarzt* (Veterinarian) | See #25 | 10–12 semesters | professional practice | May be considered comparable to the first professional degree in the fields. |
| 60. *Apotheker* (Pharmacist) | See #25 | 7 semesters and 1 year of practical experience | full status as a pharmacist | May be considered comparable to a first professional degree in pharmacy in the United States. |
| Legal Studies Education | | | | |
| 61. *erste Juristische Staatsprüfung* or *Referendarexamen* (first state law examination, p. 114) | See #25 | at least 7 semesters | practical legal training | May be considered for graduate admission. |
| 62. *zweite Juristische Staatsprüfung* or *Assessorexamen* (second state law examination, p. 114) | 2½ years of practical legal training past the first state examination | — | full status as an attorney | May be considered comparable to admission to the bar in the United States. |

# Appendix A

## Higher Education Institutions in Germany

I. Universities, Technical Universities, Comprehensive Universities (*Universitäten, Hochschulen, TechnischeUniversitäten, Gesamthochschulen*)
Note: Institutions marked by an asterisk do **not** grant the doctorate.

Albert-Ludwigs-Universität (Freiburg)
Bayerische Julius-Maximilians-Universität Würzburg
Christian-Albrechts-Universität (Kiel)
Deutsche Sporthochschule Köln (Cologne)
Eberhard-Karls-Universität Tübingen
Fernuniversität-Gesamthochschule-in Hagen
Freie Universität Berlin
Friedrich-Alexander-Universität Erlangen-Nürnberg
Georg-August-Universität (Göttingen)
Gesamthochschule Kassel Universität des Landes Hessen (Kassel)
Hochschule der Bundeswehr Hamburg*
Hochschule für Wirtschaft und Politik (Hamburg)*
Hochschule für Verwaltungswissenschaften (Speyer)
Hochschule Hildesheim
Hochschule Lüneburg
Johannes Gutenberg-Universität (Mainz)
Johann-Wolfgang-Goethe-Universität (Frankfürt)
Justus-Liebig-Universität Giessen
Katholische Universität Eichstätt
Ludwig-Maximilians Universität (Munich)
Medizinische Hochschule Hannover
Medizinische Universität Lübeck
Philipps-Universität (Marburg)
Private Universität Witten/Herdecke
Rheinische Friedrich-Wilhelms-Universität (Bonn)
Rheinisch-Westfälische Technische Hochschule (Aachen)
Ruhr-Universität Bochum
Ruprecht-Karls-Universität (Heidelberg)
Technische Hochschule Darmstadt
Technische Universität (Munich)
Technische Universität Berlin
Technische Universität Carola-Wilhelmina zu Braunschweig
Technische Universität Clausthal
Technische Universität Hamburg-Harburg (Hamburg)
Tierärztliche Hochschule Hannover

Universität Augsburg
Universität Bamberg
Universität Bayreuth
Universität Bielefeld
Universität Bremen
Universität der Bundeswehr Neubiberg (Munich)
Universität des Saarlandes (Saarbrücken)
Universität Dortmund
Universität Düsseldorf
Universität Duisburg Gesamthochschule
Universität Essen Gesamthochschule
Universität Hamburg
Universität Hannover
Universität Hohenheim
Universität Kaiserslautern
Universität Karlsruhe
Universität Konstanz
Universität Mannheim
Universität Oldenburg
Universität Osnabrück
Universität Passau
Universität Regensburg
Universität Stuttgart
Universität Trier
Universität Ulm
Universität zu Köln (Cologne)
Universität-Gesamthochschule Paderborn
Universität-Gesamthochschule Siegen
Universität-Gesamthochschule Wuppertal
Westfälische Wilhelms-Universität (Münster)

## II. Colleges of Education (*Pädagogische Hochschulen*)

Note: Institutions marked by an asterisk grant the doctorate.

Berufspädagogische Hochschule Esslingen Erziehungswissenschaftliche Hochschule Rheinland-Pfalz (Mainz)*
Erziehungswissenschaftliche Hochschule Rheinland-Pfalz Abteilung Koblenz*
Erziehungswissenschaftliche Hochschule Rheinland-Pfalz Abteilung Landau*
Pädagogische Hochschule (Schwäbisch Gmünd)
Pädagogische Hochschule Flensburg*
Pädagogische Hochschule Freiburg
Pädagogische Hochschule Heidelberg
Pädagogische Hochschule Karlsruhe
Pädagogische Hochschule Kiel*
Pädagogische Hochschule Ludwigsburg
Pädagogische Hochschule Reutlingen (will close in 1987)
Pädagogische Hochschule Weingarten

## III. Theological and Church Colleges (*Philosophisch-Theologische Hochschulen, Kirchliche Hochschulen*)

Note: Institutions marked by an asterisk grant the doctorate.

Augustana Hochschule (Neuendettelsau)
Hochschule für Jüdische Studien (Heidelberg)*
Hochschule für Philosophie (Philosophische Fakultät S. J.) (Munich)
Kirchliche Hochschule (Berlin)*
Kirchliche Hochschule Bethel (Bielefeld)*
Kirchliche Hochschule Wuppertal*
Lutherisch-Theologische Hochschule Oberursel
Philosophisch-Theologische Hochschule der Franziskaner und Kapuziner (Münster)
Philosophisch-Theologische Hochschule der Redemptoristen (Hennef/Sieg)
Philosophisch-Theologische Hochschule der Salesianer Don Boscos (Benediktbeuern)
Philosophisch-Theologische Hochschule Sankt Georgen (Frankfurt)
Philosophisch-Theologische Hochschule SVD St. Augustin
Theologische Fakultät (Paderborn)
Theologische Fakultät Fulda
Theologische Fakultät Trier*
Theologische Hochschule der Pallottiner (Vallendar)

## IV. Music and Art Colleges (*Musikhochschulen, Kunsthochschulen*)

Akademie der Bildenden Künste (Munich)
Akademie der Bildenden Künste in Nürnberg
Hochschule der Künste Berlin
Hochschule für bildende Künste (Hamburg)
Hochschule für Bildende Künste Braunschweig
Hochschule für Fernsehen und Film (Munich)
Hochschule für Gestaltung Offenbach am Main (Offenbach)
Hochschule für Musik München (Munich)
Hochschule für Musik und Darstellende Kunst Frankfurt a.M.
Hochschule für Musik und darstellende Kunst Hamburg
Hochschule für Musik und Theater Hannover
Hochschule für Musik Würzburg
Musikhochschule des Saarlandes (Saarbrücken)
Musikhochschule Lübeck
Staatliche Akademie der Bildenden Künste (Karlsruhe)
Staatliche Akademie der bildenden Künste (Stuttgart)
Staatliche Hochschule für bildende Künste Städelschule (Frankfurt)
Staatliche Hochschule für Musik (Freiburg)
Staatliche Hochschule für Musik (Karlsruhe)
Staatliche Hochschule für Musik Heidelberg-Mannheim (Mannheim)
Staatliche Hochschule für Musik Rheinland Musikhochschule Köln (Cologne)
Staatliche Hochschule für Musik Ruhr-Folkwang Hochschule für Musik, Theater, Tanz–Essen und Institut Duisburg (Essen)

Staatliche Hochschule für Musik Trossingen
Staatliche Hochschule für Musik und darstellende Kunst Stuttgart
Staatliche Hochschule für Musik Westfalen-Lippe (Detmold)
Staatliche Kunstakademie Düsseldorf (Hochschule für Bildende Künste)

V. Polytechnic Universities (*Fachhochschulen*)

Archivschule Marburg Fachhochschule für Archivwesen (Marburg)
Bayerische Beamten-Fachhochschule (Munich)
Bibliotheksschule in Frankfurt a.M. Fachhochschule für Bibliothekswesen (Frankfurt)
European Business School - Staatlich anerkannte private Fachhochschule (Oestrich-Winkel)
Evangelische Fachhochschule Darmstadt
Evangelische Fachhochschule für Sozialarbeit und Sozialpädagogik Berlin
Evangelische Fachhochschule für Sozialpädagogik der Diakonenanstalt des Rauhen Hauses (Hamburg)
Evangelische Fachhochschule für Sozialwesen (Ludwigshafen)
Evangelische Fachhochschule für Sozialwesen (Reutlingen)
Evangelische Fachhochschule Hannover
Evangelische Fachhochschule Rheinland-Westfalen-Lippe Abteilung Bochum
Evangelische Fachhochschule Rheinland-Westfalen-Lippe Abteilung Düsseldorf-Kaiserswerth (Düsseldorf)
Evangelische Stiftungsfachhochschule Nürnberg (Fachhochschule der Evangelische Erziehungsstiftung Nürnberg)
Fachhochschule (Aachen)
Fachhochschule Aalen
Fachhochschule Augsburg
Fachhochschule Bergbau der Westfälischen Berggewerkschaftskasse (Bochum)
Fachhochschule Biberach an der Riss (Biberach)
Fachhochschule Bielefeld
Fachhochschule Bochum
Fachhochschule Braunschweig-Wolfenbüttel (Braunschweig)
Fachhochschule Coburg
Fachhochschule Darmstadt
Fachhochschule der Deutschen Bundesbank (Hachenburg)
Fachhochschule der Deutschen Bundespost Berlin
Fachhochschule der Deutschen Bundespost Dieburg
Fachhochschule der Stiftung Rehabilitation Heidelberg
Fachhochschule des Bundes für öffentliche Verwaltung (Cologne)
Fachhochschule des Bundes für öffentliche Verwaltung Fachbereich Arbeitsverwaltung (Mannheim)
Fachhochschule des Bundes für öffentliche Verwaltung Fachbereich Auswärtige Angelegenheiten (Bonn)
Fachhochschule des Bundes für öffentliche Verwaltung Fachbereich Bundeswehrverwaltung (Mannheim)
Fachhochschule des Bundes für öffentliche Verwaltung Fachbereich Bundeswehrverwaltung (Waldbröl)

Fachhochschule des Bundes für öffentliche Verwaltung Fachbereich Eisenbahnwesen (Mainz)
Fachhochschule des Bundes für öffentliche Verwaltung Fachbereich Finanzen (Sigmaringen)
Fachhochschule des Bundes für öffentliche Verwaltung Fachbereich Flugsicherung und Wetterdienst/Geophysikalischer Beratungsdienst (Frankfurt)
Fachhochschule des Bundes für öffentliche Verwaltung Fachbereich Post- und Fernmeldewesen (Dieburg)
Fachhochschule des Bundes für öffentliche Verwaltung Fachbereich Sozialversicherung (Berlin)
Fachhochschule des Landes Rheinland-Pfalz Abteilung Bingen
Fachhochschule des Landes Rheinland-Pfalz Abteilung Kaiserslautern
Fachhochschule des Landes Rheinland-Pfalz Abteilung Koblenz
Fachhochschule des Landes Rheinland-Pfalz Abteilung Ludwigshafen/Worms (Ludwigshafen)
Fachhochschule des Landes Rheinland-Pfalz Abteilung Ludwigshafen/Worms (Worms)
Fachhochschule des Landes Rheinland-Pfalz Abteilung Mainz I
Fachhochschule des Landes Rheinland-Pfalz Abteilung Mainz II
Fachhochschule des Landes Rheinland-Pfalz Abteilung Trier
Fachhochschule des Saarlandes (Saarbrücken)
Fachhochschule Dortmund
Fachhochschule Düsseldorf
Fachhochschule Flensburg
Fachhochschule Forstwirtschaft (Rottenburg)
Fachhochschule Frankfurt
Fachhochschule Fresenius Wiesbaden
Fachhochschule Fulda
Fachhochschule für Bibliothekswesen Stuttgart
Fachhochschule für Bibliotheks-und Dokumentationswesen (Cologne)
Fachhochschule für Druck (Stuttgart)
Fachhochschule für Finanzen (Ludwigshafen)
Fachhochschule für Finanzen in Edenkoben
Fachhochschule für Finanzen Nordrhein-Westfalen (Nordkirchen)
Fachhochschule für Gestaltung Pforzheim
Fachhochschule für Gestaltung Schwäbisch Gmünd
Fachhochschule für öffentliche Verwaltung (Koblenz)
Fachhochschule für öffentliche Verwaltung (Mayen)
Fachhochschule für öffentliche Verwaltung Hamburg
Fachhochschule für öffentliche Verwaltung Kehl
Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteilung Aachen
Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteilung Bielefeld
Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteilung Dortmund
Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteilung Duisburg
Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteilung Düsseldorf

Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteilung Gelsenkirchen
Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteilung Hagen
Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteiling Köln (Cologne)
Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteilung Münster
Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteilung Soest
Fachhochschule für öffentliche Verwaltung Nordrhein-Westfalen Abteilung Wuppertal
Fachhochschule für öffentliche Verwaltung Stuttgart-Ludwigsburg (Stuttgart)
Fachhochschule für Polizei (Villingen-Schwenningen)
Fachhochschule für Rechtspflege (Schwetzingen)
Fachhochschule für Rechtspflege Bad Münstereifel
Fachhochschule für Sozialarbeit und Sozialpädagogik Berlin
Fachhochschule für Sozialwesen Esslingen
Fachhochschule für Sozialwesen Mannheim
Fachhochschule für Sozialwesen, Religionspädagogik und Gemeindediakonie in Freiburg
Fachhochschule für Technik (Stuttgart)
Fachhochschule für Technik Esslingen
Fachhochschule für Technik Mannheim
Fachhochschule für Technik und Wirtschaft Reutlingen
Fachhochschule für Verwaltung (Saarbrücken)
Fachhochschule für Verwaltung, Polizei und Steuerwesen (Altenholz)
Fachhochschule für Verwaltung und Rechtspflege Berlin
Fachhochschule für Wirtschaft Berlin
Fachhochschule für Wirtschaft Pforzheim
Fachhochschule Furtwangen
Fachhochschule Giessen-Friedberg
Fachhochschule Hagen
Fachhochschule Hamburg
Fachhochschule Hannover
Fachhochschule Heilbronn
Fachhochschule Hildesheim/Holzminden (Hildesheim)
Fachhochschule Karlsruhe
Fachhochschule Kempten
Fachhochschule Kiel
Fachhochschule Köln (Cologne)
Fachhochschule Konstanz
Fachhochschule Landshut
Fachhochschule Lippe (Lemgo)
Fachhochschule Lippe Abteilung Detmold
Fachhochschule Lübeck
Fachhochschule München (Munich)
Fachhochschule Münster
Fachhochschule Niederrhein (Krefeld)
Fachhochschule Nordostniedersachsen (Lüneburg)

Fachhochschule Nürnberg
Fachhochschule Nürtingen
Fachhochschule Offenburg
Fachhochschule Oldenburg
Fachhochschule Osnabrück
Fachhochschule Ostfriesland (Emden)
Fachhochschule Ravensburg-Weingarten (Weingarten)
Fachhochschule Regensburg
Fachhochschule Rosenheim
Fachhochschule Sigmaringen
Fachhochschule Ulm
Fachhochschule Wedel PTL Wedel Prof. Dr. Harms (Wedel)
Fachhochschule Weihenstephan
Fachhochschule Wiesbaden
Fachhochschule Wilhelmshaven
Fachhochschule Würzburg-Schwienfurt
Freie Kunst-Studienstätte Ottersberg
Hochschule für Berufstätige (Rendsburg)
Hochschule Bremen
Hochschule Bremerhaven
Hochschule für gestaltende Kunst und Musik (Bremen)
Hochschule für Öffentliche Verwaltung (Bremen)
Katholische Fachhochschule für Sozialarbeit, Sozialpädagogik und Religionspädagogik/Kirchliche Bildungsarbeit (Mainz)
Katholische Fachhochschule für Sozialwesen (Saarbrücken)
Katholische Fachhochschule für Sozialwesen und Religionspädagogik (Freiburg)
Katholische Fachhochschule Norddeutschland (Osnabrück)
Katholische Fachhochschule Nordrhein-Westfalen Abteilung Aachen
Katholische Fachhochschule Nordrhein-Westfalen Abteilung Münster
Katholische Fachhochschule Nordrhein-Westfalen Abteilung Köln (Cologne)
Katholische Fachhochschule Nordrhein-Westfalen Abteilung Paderborn
Katholische Stiftungsfachhochschule München (Munich)
Naturwissenschaftlich-Technische Akademie Prof. Dr. Grubler (Isny)
Niedersächsische Fachhochschule für Verwaltung und Rechtspflege (Hildesheim)
Rheinische Fachhochschule Köln (Cologne)
Städtliche Fachhochschule für Gestaltung Mannheim
Technische Fachhochschule Berlin
Verwaltungsfachhochschule in Wiesbaden
Verwaltungsfachhochschule Rotenburg

# Appendix B

## Recognized Occupations Requiring Vocational Training

Note: Below is a list of occupations for which training is federally regulated. Students may enter training programs for these occupations after compulsory secondary education. Since these occupations do not require advanced education for entry, the list could be said to comprise entry-level titles and is therefore not an exhaustive list of all occupational/professional titles.

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|---|---|
| *Achatschleifer* | agate cutter |
| *Altenpflegehelfer* | geriatric nurse's assistant |
| *Altenpfleger* | geriatric nurse |
| *Angestellter in der Bundesanstalt für Arbeit* | staff employee, Federal Employment Agency |
| *Angestellter in der Versorgungsverwaltung* | staff employee, Public Support and Pension Administration |
| *Apothekenhelfer* | pharmacist's assistant |
| *Arzthelfer* | physician's assistant |
| *Assistent an Bibliotheken* | library assistant |
| *Aufbereiter im Bergbau* | processor, mining industry |
| *Augenoptiker* | optometrist |
| *Ausbaufacharbeiter* | interior installations specialist, construction industry |
| *Automateneinrichter* | machine setter |
| *Backofenbauer* | baking-oven maker |
| *Bäcker* | baker |
| *Bandagist* | orthopedic bandager |
| *Bankkaufmann* | banker |
| *Bauschlosser* | locksmith |
| *Baustoffprüfer* | construction materials analyst |
| *Bautechniker in der Wasserwirtschaftsverwaltung* | construction engineer, water supply administration |
| *Bauzeichner* | construction draftsman |
| *Bekleidungsfertiger* | garment maker |
| *Bekleidungsnäher* | garment sewer |
| *Bekleidungsschneider* | garment cutter |

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|---|---|
| *Berg- und Maschinenmann* | miner, machine operator |
| *Bergmechaniker* | mining mechanic |
| *Bergvermessungstechniker* | assistant mining surveyor |
| *Berufskraftfahrer* | motor vehicle driver |
| *Beschäftigungs- und Arbeitstherapeut* | occupational and work therapist |
| *Beton- und Stahlbetonbauer* | concrete and reinforced concrete worker |
| *Betonstein- und Terrazzohersteller* | cement stone and terrazzo maker |
| *Betonwerker* | cement stone maker |
| *Betriebsschlosser* | salaried locksmith |
| *Binnenschiffer* | boatman, inland waterways |
| *Biologielaborant* | laboratory technician, biology |
| *Biologiemodellmacher* | model maker, biology |
| *Blechschlosser* | metalsmith |
| *Bohrer* | drill operator |
| *Bohrwerkdreher* | horizontal boring machine operator |
| *Bootsbauer* | boatbuilder, wood |
| *Borstpinselmacher* | brushmaker, bristles |
| *Böttcher* | cooper |
| *Brauer und Mälzer* | brewer and maltster |
| *Brenner* | distiller |
| *Brillenoptikschleifer* | lens grinder, eyeglasses |
| *Brunnenbauer* | well builder |
| *Buchbinder* | bookbinder |
| *Buchhändler* | bookseller |
| *Büchsenmacher* | gunsmith |
| *Bügler im Färber- und Chemischreinigerhandwerk* | presser, dyeing and dry cleaning |
| *Bürokaufmann* | commercial clerk |
| *Büromaschinenmechaniker* | office-machine repairman |
| *Bürsten- und Pinselmacher* | general brushmaker |
| *Chemiebetriebsjungwerker* | junior worker, chemical plant |
| *Chemiefacharbeiter* | skilled worker, chemical industry |
| *Chemielaborant* | laboratory technician, chemical industry |
| *Chemielaborjungwerker* | junior worker, chemical lab |
| *Chemigraf* | process artist, lithography |
| *Chirurgiemechaniker* | surgical instrument maker |
| *Dachdecker* | roofer |
| *Damenschneider* | tailor, ladies garments |
| *Datenverarbeitungskaufmann* | data processing salesman |
| *Desinfektor* | disinfection specialist |
| *Destillateur* | distiller, industrial |
| *Diamantschleifer* | diamond cutter |
| *Diamantziehsteinmacher* | diamond draw-die maker |

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| *Diätassistent* | dietary cook |
| *Dienstleistungsfachkraft im Postbetrieb* | postal services specialist |
| *Drahtwarenmacher* | wire goods and screen maker |
| *Drahtzieher* | wireman |
| *Drechsler (Elfenbeinschnitzer)* | turner/ivory carver |
| *Dreher (Eisen und Metall)* | turner, iron and metals |
| *Dreher* | lathe operator |
| *Drogist* | druggist |
| *Drucker* | printer |
| *Druckformhersteller* | form maker, book printing |
| *Druckvorlagenhersteller* | draftsman, master printers |
| *Edelmetallprüfer* | precious metals analyst |
| *Edelsteingraveur* | precious stone cutter |
| *Edelsteinschleifer* | precious stone grinder |
| *Einzelhandelskaufmann (gestufte Ausbildung - 2. Stufe)* | retail merchant, with advanced training |
| *Elektroanlageninstallateur* | electrical systems installer |
| *Elektrogerätemechaniker* | electrical installer/appliance repairman |
| *Elektroinstallateur* | electrical fitter |
| *Elektromaschinenbauer* | constructor, electrical machinery |
| *Elektromaschinenmonteur* | assembler, electrical machinery |
| *Elektromaschinenwickler* | wire winder, electrical machinery |
| *Elektromechaniker* | electrical engineer/electrician |
| *Emailschriftenmaler* | enamel letterer |
| *Energieanlagenelektroniker* | electronic specialist, power plants |
| *Energiegeräteelektroniker* | electronic specialist, thermal equipment |
| *Estrichleger* | floor layer, plastered stone |
| *Ewerführer* | lighterman |
| *Fachgehilfe im Gastgewerbe* | assistant, hotel and restaurant industry |
| *Fachhilfe in Steuer- und wirtschaftsberatenden Berufen* | assistant, business and tax consulting services |
| *Fachkaufmann im Radiohandel* | business specialist, radio sales |
| *Fachkraft für Lebensmitteltechnik* | food technology specialist |
| *Fachkraft für Süsswarentechnik* | sweet foods specialist |
| *Fahrzeugpolsterer* | vehicle upholsterer |
| *Fahrzeugstellmacher* | wheelwright |
| *Familienpfleger/Altenpfleger* | family nurse/geriatric nurse |
| *Färber und Chemischreiniger* | dry cleaner and dyer |
| *Farbsteinschleifer, Achatschleifer und Schmucksteingraveur* | cutter and engraver, colored stones, agates and precious stones |
| *Federmacher* | spring maker |
| *Feinblechner* | metal smith, thin sheet metal |
| *Feingeräteelektroniker* | electronic specialist, precision instruments |

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| *Feinmechaniker* | repairman, precision instruments |
| *Feinoptiker* | precision optical worker |
| *Feinpolierer* | fine grinder |
| *Feinsattler* | fancy saddlemaker |
| *Feintäschner* | fancy pursemaker |
| *Feinwerkmechaniker* | mechanic, precision instruments |
| *Fernmeldeelektroniker* | electronic specialist, telecommunications |
| *Fernmeldehandwerker* | craftsman, telecommunications |
| *Fernmeldeinstallateur* | assembler, telecommunications |
| *Fernmeldemechaniker* | repairman, telecommunications |
| *Feuerungs- und Schornsteinbauer* | fireplace and chimney builder |
| *Figurenkeramformer* | ceramic artist |
| *Filmkopienfertiger* | film copy maker |
| *Fischwerker* | fish preparer, food industry |
| *Fischwirt* | fisheries specialist |
| *Flachglasveredler* | flat glass processor |
| *Flachgraveur* | metal plate engraver |
| *Fleischer* | butcher |
| *Flexograf* | flexowriter |
| *Fliesen-, Platten- und Mosaikleger* | tile, plate and mosaic setter |
| *Florist* | florist |
| *Flugtriebwerkmechaniker* | aircraft engine mechanic |
| *Flugzeugmechaniker* | aircraft mechanic |
| *Former* | molder |
| *Formstecher* | mold maker |
| *Forstwirt* | forester |
| *Fotograf* | photographer |
| *Fotogravurzeichner* | photoengraver |
| *Fotolaborant* | photo laboratory technician |
| *Fräser* | milling machine operator |
| *Friseur* | hairdresser |
| *Funkelektroniker* | electronic specialist, radio communications |
| *Gärtner* | gardener |
| *Galvaniseur* | galvanizer |
| *Galvaniseur und Metallschleifer* | galvanizer and bench grinder |
| *Galvanoplastiker* | galvanizer/stereotyper |
| *Gas- und Wasserinstallateur* | plumber, gas and water connections |
| *Gebäudereiniger* | building cleaner |
| *Geigenbauer* | violin maker |
| *Gerätezusammensetzer* | equipment assembler |
| *Gerber* | tanner |
| *Geschirrkeramformer* | ceramic dishmaker |
| *Gesundheitsaufseher* | health inspector |
| *Gewerbegehilfe im Bäckerhandwerk* | shop assistant, baking trade |

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| *Gewerbegehilfe im Färber- und Chemischreinigerhandwerk* | shop assistant, dyeing and dry cleaning trade |
| *Gewerbegehilfe im Fleischerhandwerk* | shop assistant, butcher |
| *Gewerbegehilfe im Konditorhandwerk* | shop assistant, confectioners |
| *Giessereimechaniker* | foundry mechanic |
| *Gipsformengiesser* | ceramic form maker |
| *Glasapparatebläser* | glass blower, lab apparatus |
| *Glasapparatejustierer (Wachsschreiber)* | glass calibrator, lab apparatus |
| *Glaser* | glazier |
| *Glasgraveur* | glass engraver |
| *Glasinstrumentenmacher* | glass instrument maker |
| *Glasmaler* | glass painter |
| *Glas- und Porzellanmaler* | glass and porcelain painter |
| *Glasschleifer und Glasätzer* | glass cutter and engraver |
| *Glaswerker* | skilled glass worker |
| *Gleisbauer* | track layer |
| *Glockengiesser* | church bell maker |
| *Goldschmied* | goldsmith |
| *Gold-, Silber- und Aluminiumschläger* | foilmaker, gold, silver, aluminum |
| *Graveur* | engraver |
| *Gürtler* | brazier |
| *Gürtler und Metalldrücker* | brazier and metal knob maker |
| *Gummi- und Kunststoffauskleider* | liner, rubber and plastic |
| *Gummistrumpfstricker* | rubber stocking knitter |
| *Hafenschiffer* | harbor boat captain |
| *Handelsfachpacker* | packing specialist |
| *Handschuhmacher* | glove maker |
| *Handzuginstrumentenmacher* | hand-drawn instruments maker |
| *Hauswirtschafter* | household manager |
| *Hebamme* | midwife |
| *Heilerziehungshelfer* | assistant, schools for the retarded and handicapped |
| *Heilerziehungspfleger* | nurse, schools for the retarded and handicapped |
| *Herrenschneider* | tailor, men's clothing |
| *Hobler* | planer |
| *Hochbaufacharbeiter* | skilled worker, superstructures |
| *Hochdruckrohrschlosser* | pipe maker and fitter, pressurized systems |
| *Hörgeräteakustiker* | accoustical specialist, hearing aids |
| *Hohlglasfeinschleifer (Kugler)* | hollowware glass buffer |
| *Hohl- und Kelchglasmacher* | hollowware glass blower |
| *Holzbearbeitungsmechaniker* | woodworking mechanic |
| *Holzbildhauer* | wood sculptor |
| *Holzblasinstrumentenmacher* | woodwind instrument maker |
| *Holzflugzeugbauer* | wooden airplane maker |

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| *Holzmechaniker* | wood mechanic |
| *Hotelfachmann* | hotel specialist |
| *Hüttenfacharbeiter* | skilled worker, smelting industry |
| *Hut- und Mützenmacher* | hatter and capmaker |
| *Industriekaufmann* | business specialist, industrial production and sales |
| *Informationselektroniker* | electronic display engineer |
| *Isolierer* | insulator |
| *Isoliermonteur* | insulator/assembler |
| *Jäger (Berufsjäger)* | professional hunter |
| *Justizangestellter* | staff employee, judicial administration |
| *Juwelengoldschmied* | jewelry goldsmith |
| *Kabeljungwerker* | junior cable worker |
| *Kachelofen- und Luftheizungsbauer* | maker of tile ovens and hot-air heating systems |
| *Kälteanlagenbauer* | refrigeration engineer |
| *Kanalbauer* | canal excavation engineer |
| *Karosseriebauer* | vehicle body maker |
| *Kartograph* | cartographer |
| *Kaufmann im Eisenbahn- und Strassenverkehr* | business specialist, rail and road transportation |
| *Kaufmann im Gross- und Aussenhandel* | business specialist, wholesale and foreign trade |
| *Kaufmann in der Grundstücks- und Wohnungswirtschaft* | business specialist, real estate and housing |
| *Kaufmannsgehilfe im Hotel- und Gaststättengewerbe* | office and salesclerk, hotel and restaurant trade |
| *Kellermeister* | cellarer |
| *Keramiker* | skilled ceramic worker |
| *Kerammaler* | porcelain painter |
| *Kerammodelleur* | ceramic model maker |
| *Kessel- und Behälterbauer* | boiler and container maker |
| *Klavierbauer* | piano maker |
| *Klavier- und Cembalobauer* | piano and harpsichord maker |
| *Klebeabdichter* | glue sealer |
| *Klempner* | plumber |
| *Koch* | cook |
| *Konditor* | confectioner |
| *Korbmacher* | basket weaver |
| *Kraftfahrzeugelektriker* | automobile electrician |
| *Kraftfahrzeugmechaniker* | automobile mechanic |
| *Kraftfahrzeugschlosser (Instandsetzung)* | automobile body shop mechanic |
| *Krankengymnast* | physical therapist |
| *Krankenhaushelfer* | helper, hospital work |
| *Krankenpflegehelfer* | practical nurse |

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| *Krankenschwester, Krankenpfleger, Kinderkrankenschwester* | nurse/children's nurse |
| *Krawattennäher* | necktie seamster |
| *Kulturbautechniker* | soil and irrigation engineer |
| *Kunststoff-Formgeber* | plastics molder |
| *Kunststoffschlosser* | plastics engineer |
| *Kupferschmied* | coppersmith |
| *Kürschner* | furrier |
| *Lackierer (Holz und Metall)* | lacquerer, wood and metal |
| *Lacklaborant* | lacquer man |
| *Landmaschinenmechaniker* | mechanic, agricultural machines |
| *Landwirt* | farmer |
| *Landwirtschaftlich-technischer Laborant* | lab technician, agricultural technology |
| *Landwirtschaftlicher Laborant* | lab technician, agricultural biology |
| *Leuchtröhrenglasbläser* | glass blower, lighting tubes |
| *Lichtdruckretuscheur* | retoucher, phototype printing |
| *Logopäde* | logopedic specialist |
| *Luftverkehrskaufmann* | business specialist, air transportation |
| *Maler und Lackierer* | painter and lacquerer |
| *Maschinenbauer (Mühlenbauer)* | millwright |
| *Maschinenglasmacher* | glass machine operator |
| *Maschinenschlosser* | mechanic and installer/machine fitter |
| *Maschinenzusammensetzer* | machine assembler |
| *Masseur* | masseur |
| *Masseur und medizinischer Bademeister* | masseur and water therapist |
| *Mathematisch-technischer Assistent* | assistant, engineering computations |
| *Matrose* | sailor |
| *Maurer* | bricklayer |
| *Mechaniker* | mechanic |
| *Mechaniker (Nähmaschinen- und Zweiradmechaniker)* | mechanic, sewing machines, bicycles |
| *Medizinisch-technische(r) Laboratoriumsassistent(in)* | technical assistant, medical lab |
| *Medizinisch-technische(r) Radiologieassistent(in)* | technical assistant, medical radiology |
| *Medizinischer Dokumentationsassistent* | docmentation assistant, medicine |
| *Medizinischer Sektions- und Präparationsassistent* | medical assistant, sections and preparations |
| *Messerschmied* | cutler |
| *Mess- und Regelmechaniker* | technician, measurements and controls |
| *Metallblasinstrumentenmacher* | musical brass instruments maker |
| *Metallblasinstrumenten- und Schlagzeugmacher* | maker of brass and percussion instruments |
| *Metallflugzeugbauer* | production worker, metal airplanes |

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| *Metallformer und Metallgiesser* | metal former and founder |
| *Metallgewebemacher* | metal screen maker |
| *Metallschleifer* | metal grinder/finisher |
| *Milchwirtschaftlicher Laborant* | lab assistant, dairy industry |
| *Modellbauer* | model maker, wood |
| *Modellschlosser* | model maker, metal |
| *Modelltischler* | model maker/joiner |
| *Modist* | tailor, women's fashions and accessories |
| *Molkereifachmann* | dairy supervisor, quality and processing |
| *Müller* | grain miller |
| *Musikalienhändler* | retailer, musical instruments |
| *Musterprogrammierer, Weberel* | pattern programmer, wearing |
| *Mützenmacher* | cap and women's hat maker |
| *Mützennäher* | milliner |
| *Nachrichtengerätemechaniker* | mechanic, communications equipment |
| *Natursteinschleifer* | marble and stone cutter |
| *Notargehilfe* | notary's assistant |
| *Notenstecher* | music engraver |
| *Obst- und Gemüsekonservierer* | canner, fruits and vegetables |
| *Orgelbauer* | organ maker |
| *Orgel- und Harmoniumbauer* | organ and harmonium maker |
| *Orthopädiemechaniker* | orthopedic mechanic |
| *Orthopädieschuhmacher* | orthopedic shoemaker |
| *Orthoptist* | orthoptist |
| *Papiermacher* | paper maker |
| *Parkettleger* | parquetry floor layer |
| *Patentanwaltsgehilfe* | patent attorney's assistant |
| *Pelzwerker* | worker, fur industry |
| *Pferdewirt* | horse expert |
| *Pflanzenschutzlaborant* | lab assistant, plant pathology |
| *Pharmazeutisch-technische(r) Assistent(in)* | technical assistant, pharmaceutics |
| *Physiklaborant* | lab assistant, physics |
| *Planungstechniker* | planning engineer |
| *Plisseebrenner* | pleat presser |
| *Polsterer* | upholsterer |
| *Polster- und Dekorationsnäher* | seamster, upholstery and drapery |
| *Prägewalzengraveur* | engraver, roll embossing |
| *Radio- und Fernsehtechniker* | technician, radio and television |
| *Rauchwarenzurichter* | fur skinner and tanner |
| *Raumausstatter* | interior decorator |
| *Rechtsanwaltsgehilfe* | lawyer's assistant |

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| *Rechtsbeistandsgehilfe* | legal adviser's assistant |
| *Reiseverkehrskaufmann* | business specialist, travel and tourism |
| *Reprograf* | technician, reproduction graphics |
| *Restaurantfachmann* | restaurant specialist |
| *Revolverdreher* | turret lathe operator |
| *Rohrinstallateur* | pipe layer |
| *Rohrleitungsbauer* | pipe systems engineer |
| *Rohrnetzbauer* | utility pipe systems engineer |
| *Rolladen- und Jalousiebauer* | Venetian blinds and louvers maker |
| *Sattler* | saddler |
| *Schalenschmied (Kupferhammerschmied)* | coppersmith, bowls and bottoms |
| *Scherenmonteur* | scissors assembler |
| *Schiffahrtskaufmann* | business specialist, maritime commerce |
| *Schiffbauer* | shipfitter/hullmaker |
| *Schiffszimmerer* | carpenter, shipbuilding |
| *Schilder- und Lichtreklamehersteller* | display and neon sign assembler |
| *Schirmmacher* | umbrella maker |
| *Schirmnäher* | umbrella seamster |
| *Schleifer* | grinder/polisher |
| *Schlosser* | mechanical engineer |
| *Schloss- und Schlüsselmacher* | locksmith |
| *Schmelzschweisser* | fusion welder |
| *Schmied* | blacksmith |
| *Schmucksteinfasser* | gem setter |
| *Schmucktextilienhersteller* | decorative cloth craftmaker |
| *Schornsteinfeger* | chimney sweep |
| *Schriftgiesser* | type caster |
| *Schriftsetzer* | typesetter |
| *Schuhfertiger* | shoe manufacturing specialist |
| *Schuh- und Lederwarenstepper* | stitcher, shoes and leatherware |
| *Schumacher* | shoemaker |
| *Schwimmeistergehilfe* | assistant swimming master/pool manager |
| *Seegüterkontrolleur* | maritime cargo inspector |
| *Segelmacher* | sailmaker |
| *Seiler* | rope maker |
| *Siebdrucker* | serigrapher |
| *Silberschmied* | silversmith |
| *Sozialmedizinische(r) Assistent(in)* | assistant, social medicine |
| *Sozialversicherungs-fachangestellter* | clerical specialist, social security administration |
| *Sparkassenkaufmann* | business specialist, savings banks |
| *Speditionskaufmann* | business specialist, shipping and forwarding |
| *Sprachtherapeut* | speech therapist |

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| *Stahlbauschlosser* | mechanical engineer, steel structures |
| *Stahlformenbauer* | mold maker, steel casting |
| *Stahlgraveur* | steel engraver/die maker |
| *Stahlrollenstecher* | steel plate engraver, printing |
| *Stahlstichpräger* | steel engraver/relief embosser |
| *Steindrucker* | lithographic printer |
| *Steinmetz* | stonemason |
| *Steinmetz und Steinbildhauer* | stonemason and sculptor |
| *Stempelmacher* | rubber stamp maker |
| *Stenosekretär/Büroassistent* | stenographer-secretary |
| *Stereotypeur* | stereotyper |
| *Sticker in der Kleinmaschinenstickerei* | machine embroiderer |
| *Sticker* | embroiderer |
| *Stoffprüfer (Chemie) (Glas-,Keramische Industrie sowie Steine und Erden)* | materials analyst-chemical industry-glass and ceramics industry-stone and sand materials |
| *Strassenbauer* | skilled worker, road construction |
| *Strassenbautechniker* | road construction engineer |
| *Strassenwärter* | road maintenance worker |
| *Stricker* | knitter |
| *Stukkateur* | stucco plasterer |
| *Süssmoster* | cider maker |
| *Systemmacher (Gewehr-)* | breechmaker, firearms |
| *Täschner* | purse and luggage maker |
| *Tankwart* | filling station operator |
| *Tapetendrucker* | wallpaper printer |
| *Tapisserist* | embroidery soft goods designer |
| *Technischer Zeichner* | draftsman, engineering |
| *Technokeramformer* | ceramics technologist, industrial products |
| *Teilezurichter* | parts fitter |
| *Teilzeichner* | draftsman |
| *Textillaborant (chemisch-technisch)* | textile lab technician, chemical processes |
| *Textillaborant (mechanisch-technologisch)* | textile lab technician, mechanical processes |
| *Textilmaschinenführer (Maschenindustrie)* | textile machine operator, knitting |
| *Textilmaschinenführer (Spinnerei)* | textile machine operator, spinning |
| *Textilmaschinenführer (Veredlung)* | textile machine operator, finishing |
| *Textilmaschinenführer (Weberei)* | textile machine operator, weaving |
| *Textilmechaniker (Bandweberei)* | textile mechanic, ribbon weaving |
| *Textilmechaniker (Ketten- und Raschelwirkerei)* | textile mechanic, double rib loom knitting |
| *Textilmechaniker (Spinnerei)* | textile mechanic, spinning |
| *Textilmechaniker (Strickerei und Wirkerei)* | textile mechanic, straight and jersey knitting |

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|---|---|
| *Textilmechaniker (Strumpf- und Feinstrumpfrundstrickerei* | textile mechanic (hoisery knitting, seam and round) |
| *Textilmechaniker (Weberei)* | textile mechanic, weaving |
| *Textilmustergestalter* | textile designer |
| *Textilstopfer* | repairs tailor |
| *Textilveredler, Appretur* | textile finisher, dressing |
| *Textilveredler, Beschichtung* | textile calenderer |
| *Textileveredler, Druckerei* | textile finisher, printing plant |
| *Textileveredler, Färberei* | textile finisher, dyeing plant |
| *Thermometerbläser* | glass blower, thermometers |
| *Thermometerjustierer (Thermometerschreiber)* | thermometer adjuster/scale writer |
| *Tiefbaufacharbeiter* | skilled worker, substructures and excavations |
| *Tierarzthelfer* | veterinary assistant |
| *Tierpfleger* | animal keeper |
| *Tierwirt* | trained specialist, agricultural or industrial animals |
| *Tischler* | joiner |
| *Trockenbaumonteur* | drywall installer |
| *Uhrmacher* | watchmaker |
| *Universalfräser* | universal milling machine setter/ operator |
| *Universalhärter* | universal hardener |
| *Universalhobler* | universal planing machine setter/ operator |
| *Universalschleifer* | universal grinding machine setter/ operator |
| *Vergolder* | gilder |
| *Verkäufer (gestufte Ausbildung - 1. Stufe)* | salesman, with basic training |
| *Verkäufer im Nahrungsmittelhandwerk* | salesman, food trade |
| *Verlagskaufmann* | publishing business specialist |
| *Vermessungstechniker* | assistant surveyor |
| *Verpackungsmittelmechaniker* | packaging mechanic |
| *Versicherungkaufmann* | business specialist, insurance |
| *Verwaltungsangestellter* | administrative employee |
| *Verwaltungsfachangestellter* | specialized administrative employee |
| *Veterinärmedizinische(r)-technische(r) Assistent(in)* | technical assistant, veterinary medicine |
| *Veterinärmedizinischer Laborant* | lab assistant, veterinary medicine |
| *Vorpolierer (Schmuck- und Kleingeräteherstellung)* | polisher/stain maker, jewelry and decorative implements |
| *Vulkaniseur* | vulcanizer |
| *Wachszieher* | candle maker |

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| *Wärme-, Kälte- und Schallschutzisolierer* | insulator, heat, cold and noise insulation |
| *Wärmestellengehilfe* | instrument observer and heating equipment tender |
| *Wäscher und Plätter* | washer and presser |
| *Wäscheschneider* | shirt maker |
| *Wagner* | cartwright |
| *Walzendreher* | roll lathe operator |
| *Wasserbauwerker* | skilled worker, water architecture |
| *Weber* | weaver |
| *Weinhandelsküfer* | cooper, wine sales |
| *Weinküfer* | cooper, wine industry |
| *Werbekaufmann* | advertising sales specialist |
| *Werkgehilfin (Schmuckwarenindustrie, Taschen- und Armbanduhren)* | production assistant-jewelry industry-pocket and wristwatches |
| *Werkstoffprüfer (Physik)* | materials analyst, physics |
| *Werkzeugmacher* | toolmaker |
| *Winzer* | vinegrower |
| *Wochenpflegerin* | nurse, mother and infant care |
| *Zahnarzthelferin* | dental assistant, clerical |
| *Zahnlagerist (Zahnlagerverwalter)* | procurement and sales specialist, artificial teeth and dentures |
| *Zahntechniker* | dental prosthesis maker |
| *Zeichner in der Wasserwirtschaftsverwaltung* | draftsman, water supply administration |
| *Zentralheizungs- und Lüftungsbauer* | engineer, central heating and ventilation |
| *Zimmerer* | carpenter |
| *Zinngiesser* | pewtersmith |
| *Ziseleur* | chaser |
| *Zupfinstrumentenmacher* | guitar maker |
| *Zytologie-Assistent* | cytology assistant |

# Glossary

*Abendgymnasium*. General secondary school evening classes providing university entrance qualification (*Abitur*)
*Abgangszeugnis*. Report card for students leaving school without completing the school's program
*Abitur*. Secondary school leaving certificate. Allows unrestricted admission to higher education. Same as *Allgemeine Hochschulreife*
*Abschluss, Abschlusszeugnis*. Certificate of completion
*Abschlussprüfung*. Terminal examination for a specific school program
*Abschnitt*. Section
*Absolvieren*. To finish studies
*Akademisches Auslandsamt*. A university body which provides assistance to foreign faculty and students
*Allgemeine Hochschulreife*. Secondary school leaving certificate entitling student to unrestricted admission to higher education. Usually represents thirteen years of schooling. Same as *Abitur*
*Amt*. Office
*Arbeiter*. Worker
*Ärztliche Prüfung*. Degree examination concluding a six- year course of medical studies
*Ärztliche Vorprüfung*. Intermediate examination in medical disciplines between the fourth and sixth semesters. Prerequisite for admission to clinical studies
*Aufbaukurse*. Continuing education and specialization courses following a first degree
*Aufbaustudium*. Second-degree studies, representing a continuation of and specialization in a field in which the student has a first degree
*Ausreichend*. Adequate, usually the lowest passing grade (or 4 on a 6-point scale)

*Befriedigend*. Satisfactory, usually a grade of 3 on a 6-point scale
*Belegen*. Registration for courses
*Bereich*. Preparation
*Beruf*. Occupation
*Berufliches Gymnasium*. General secondary school, technical type, providing university entrance qualification (*Abitur*)
*Berufsaufbauschule*. Vocational extension school giving access to the upper level, technical types of education
*Berufsfachschule*. Fulltime vocational school with vocational training within school
*Berufsgrundbildungsjahr*. Basic vocational training year which provides students an opportunity to be exposed to a general vocational area before choosing a specific occupation within that area for which to train

*Berufsschule*. Part-time cooperative vocational school within the dual system
*Bildung*. Education
*Bund*. Federation

*Diplom*. A pre-doctoral degree granted in fields where studies are not concluded with *Staatsexamen* or the *Magister Artium*
*Doktorand*. Candidate for doctoral degree
*Dozent*. University teacher after *Habilitation*
*Durchschnittsnote*. Average grade

*Einjährige Fachschule*. One-year technical school providing advanced vocational training
*Erwachsenenbildung*. Adult education
*Erweiterter*. Extended

*Fach*. Discipline or specific field of study
*Facharbeiter*. Skilled worker
*Facharbeiterbrief*. Skilled worker certificate
*Fachbereich*. Academic department
*Fachgebundene Hochschulreife*. Certificate that entitles the student to admission to higher education in specific subject area
*Fachgymnasium*. General secondary school, technical type, providing unversity entrance qualification (*Abitur*)
*Fachhochschule*. University-level polytechnic university with three-year courses of study leading to the *Diplom*. Currently, a very popular choice in higher education
*Fachhochschulreife*. Certificate entitling student to entrance to a *Fachhochschule*. May be earned at a *Gymnasium* or *Fachoberschule* and represents completion of secondary schooling through the twelfth year
*Fachlehrer*. Subject teacher
*Fachoberschule*. Technical secondary school specializing in various branches and granting access to *Fachhochschule*
*Fachschule*. Advanced technical school
*Fachschule für Hauswirtschaft*. Technical school providing advanced vocational training for professions in domestic science
*Fachschule für Landwirtschaft*. Technical school providing advanced vocational training for professions in agriculture
*Fachschule für Sozialpädagogik*. Technical school providing specialized vocational training for professions in social pedagogy
*Forschung*. Research

*Gasthörer*. Guest student (auditor). Guest students are not admitted to university examinations.
*Gesamthochschule*. Comprehensive institution of higher education
*Gesamtnote*. Overall grade
*Gesamtschule*. Comprehensive school, grades 5-10 or 13
*Gesellenbrief*. Certificate of apprenticeship
*Gesetz*. Law
*Grundkurs, Grundfach*. Basic course
*Grundschule*. Primary school, grades 1-4 (1-6 in some states)
*Grundstudium*. Stage one of university studies, usually four to five semesters
*Gut*. Good, usually a grade of 2 on a 6-point scale

*Gymnasium*. General secondary school providing university entrance qualification. Grades 5-13

*Habilitation*. A post-doctoral degree, normally the prerequisite for full university teaching status
*Handel*. Commerce
*Handelskammer*. Chamber of Commerce
*Hauptfach*. Major subject
*Hauptschule*. General secondary school providing fulltime compulsory education, grades 5-9, for students not planning to enter higher education
*Hauptseminar*. Seminar for advanced students. Attendance is possible only after completing at least one *proseminar*.
*Hausarbeit*. Thesis or other substantial written project required in certain academic programs
*Hochschule*. Higher education institution. *Hochschule* is a designation by law of a university-level institution. The sole exception is the *Volkshochschule* or adult education center.
*Hochschulreife*. Level of education that entitles admission to higher education. Same as *Abitur*
*Höhere Handelsschule*. Two-year technical school providing specialized vocational training in the field of commerce

*Kanzler*. Chancellor. University staff member responsible for administrative and fiscal matters
*Kirchliche Hochschule*. Protestant, church-related higher education institution
*Klausur*. Written examination
*Kolleg*. Institute of general education preparing adults for higher education
*Kolloquium*. Course in the form of discussions between the professor and a number of advanced students
*Kunsthochschule*. College or academy of Fine Arts

*Land* (plural = *Länder*). State
*Leistungskurs, Leistungsfach*. Intensive course

*Magister Artium*. Academic degree which died out in Germany during the seventeenth century and was reestablished in 1957 as a terminal degree for students who wish neither to study for a Ph.D. nor to pursue a civil service career for which the *Staatsexamen* is required. Equivalent to the *Staatsexamen* or *Diplom*
*Mangelhaft*. Deficient, usually a grade of 5 on a 6-point scale; not a passing grade
*Medizinische Akademie* or *Medizinische Hochschule*. Medical school
*Meisterkurs*. Master craftsman course, one of the highest vocational classifications. Also, courses of individual instruction at music and art colleges
*Meisterprüfung*. Examination at end of master craftsman course
*Meisterschule*. Technical school for master craftsmen
*Mensa*. Student cafeteria, usually run by *Studentenwerk*
*Mittelstufe*. Middle grades, 7-10
*Mittlere Reife*. Leaving certificate from *Realschule*, grade 10
*Musikhochschule*. Academy or college of music

*Nebenfach*. Minor subject

*Notenbestätigung*. Certificate confirming grades; usually certifies partial completion of degree requirements

*Numerus Clausus*. Latin phrase referring to restriction on enrollments in numerous higher education fields. These quotas have been imposed due to lack of facilities.

*Oberstufe*. Upper level, grades 11-13

*Pädagogische Hochschule*. Teacher training college at higher education level

*Philosophisch-Theologische Hochschule*. Roman Catholic, church-related higher education institution

*Physikum*. Intermediate examination in one of the medical disciplines, usually taken at the end of the fifth semester. Same as *Ärztliche Vorprüfung*

*Praktika*. Practical application course. May be laboratory, independent research on a specific problem, or practical training outside the academic institution

*Primarstufe*. Primary school level

*Promotion*. Acquisition of a doctorate

*Proseminar*. In the humanities, the most basic seminar course, usually geared to offer initial training in the departmental methodology

*Prüfungsamt*. Office of examinations. The individual faculties and departments establish their own offices of examinations in conjunction with the state education authorities, where examinations are held and where students can obtain information and required forms to register for examinations.

*Realschulabschluss*. Certificate documenting completion of *Realschule* (usually grade 10)

*Realschule*. Middle school, grades 5-10. Provides education at a more advanced level than that of the *Hauptschule*

*Rektor*. Rector, head of a university

*Referat*. Paper written for presentation in a seminar

*Regelstudienzeit*. Fixed period of study. Period during which a course of study must normally be concluded

*Rigorosum*. Oral examination administered after acceptance of a doctoral dissertation

*Schein*. Certificate of participation/achievement from university coursework. The closest thing to a grade report in the German tertiary level, *Scheine* are not necessarily required nor issued from classes (they must be requested by the student). However, in some disciplines, a student must accumulate a specific number of *Scheine* to document a certain level of achievement, i.e., a certain number to enter advanced study or to sit for a final examination.

*Sehr gut*. Very good, usually the highest grade of 1 on a 6-point scale

*Sekundarstufe* I, II. Secondary level I, II

*Selbständig*. Independent

*Seminar*. Seminar course dealing with detailed aspect of a subject and usually requiring written work of the student. At the university level, seminars may be *Grundseminare*, dealing with fundamental issues and open to all students or *Hauptseminare*, which are usually open only to advanced students.

*Sonderschule*. School for the handicapped

*Sozialwissenschaftliches Gymnasium*. Social science secondary school

*Sporthochschule*. College of sports

*Staatsexamen*. Degree examination concluding a course of study, held by state authorities in conjunction with university authorities. State examinations are required in particular for professions of teaching, law, medicine, and pharmacy.

*Stadt*. City

*Studentenwerk*. Independent organization whose main functions lie in the administration of state scholarships, student resident halls, and student restaurants

*Studienbuch*. Book given to each student upon initial registration at a university in which all of the classes registered for in the course of studies are recorded

*Studienkolleg*. Preparatory course offered at universities usually for German language training of foreign students

*Studienrat*. Title of secondary school teacher with permanent certification

*Technikerschule*. Technical school that trains advanced industrial technicians

*Technische Hochschule*. Technical university

*Technische Universität*. Technical university; same as *Technische Hochschule*

*Tierärztliche Hochschule*. College of Veterinary Medicine

UB (*Universitätsbibliothek*). University library

*Übung*. Exercise course, usually a small class requiring discussion and written work of the student

*Ungenügend*. Inadequate, usually the lowest grade on a 6-point scale

*Volkshochschule*. Adult education center, the only institution bearing the designation *Hochschule* that is not university level

*Vordiplom*. Intermediate examination usually taken after four-to-five semesters of university study. The *Vordiplom* marks the division between the *Grundstudium* and *Hauptstudium* in a program leading to the *Diplom*. Equivalent to *Zwischenprüfung*

*Vorklasse*. Preparatory class

*Vorlesung*. Academic lecture course, the basic form of instruction at German universities

*Vorlesungsverzeichnis*. Course catalogue produced every semester

*Wirtschaftsgymnasium*. Commercial secondary school

*Wissenschaftliche Hochschule*. Universities, equivalent institutions, and colleges of education

*Zeugnis*. Certificate, report card

*Zweijährige Fachschule*. Two-year technical school providing advanced vocational training

*Zweiter Bildungsweg*. "Second way" to higher education. Alternative ways to acquire the *Abitur*

*Zwischenprüfung*. Intermediate examination taken at the end (usually after the fourth or fifth semester of study) of the basic portion of studies at the university. Approximate midway level of achievement. Equivalent to *Vordiplom*

# Useful References

## A. Works Available in English

*Bildung und Wissenschaft*. Bonn-Bad Godesberg: Inter Nationes.

An informative, on-going journal which offers some of the most up-to-date information on educational developments.

Deutscher Akademischer Austauschdienst (DAAD). *Academic Studies in the Federal Republic of Germany*. Bonn: DAAD, 1983.

———. *Studies at Fachhochschulen*. Bonn: DAAD, 1982.

———. *Studies at Universities*. Bonn: DAAD, 1982.

Fuhr, Christoph. *Education and Teaching in the Federal Republic of Germany*. Bonn-Bad Godesberg: Inter Nationes, 1979.

Littmann, Ulrich. *An Introduction to the Confusion of German Education*. Revised ed. Bonn-Bad Godesberg: DAAD, 1977.

Probably the most concise comparative description of the system and the issues of concern to U.S. educators.

Romer, Karl, and Bulka, Heinz Dieter, eds. *Facts About Germany*. 3d ed. Gutersloh: Lexikon-Institut Bertelsmann, 1982.

Secretariat of the Standing Conference of State Ministers of Education and the Federal Ministry of Education and Science and the West German Rectors Conference. *The Educational System in the Federal Republic of Germany*. New York: The College Entrance and Examination Board, 1979.

An extremely useful overview with numerous specific examples of course-work.

## B. Works Available in German

Bund-Länder Kommission für Bildungsplanung und Forschungsförderung und Bundesanstalt für Arbeit. *Studien- und Berufswahl 1984/85*. Bad Honnef: Verlag Karl Heinrich Bock, 1984.

Career choices and avenues of career preparation, both professional and nonprofessional.

*Deutscher Hochschul-Führer*. Stuttgart: Verlag Dr. Josef Raabe KG, 1982.

Complete listing of institutions of higher education, their curricula, and their faculties.

# Useful Addresses

Federal Ministry of Education and
Science
Heinemannstrasse 2
5300 Bonn
Federal Republic of Germany

German Academic Exchange Service
(DAAD)
535 Fifth Avenue, Suite 1107
New York, New York 10017

German Information Center
410 Park Avenue
New York, New York 10022

Goethe Institute
1014 Fifth Avenue
New York, New York 10028

The Standing Conference of State Ministers of Education
Nassestrasse 8
5300 Bonn
Federal Republic of Germany

West German Rectors Conference
Ahrstrasse 39
5300 Bonn
Federal Republic of Germany

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